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No. 9.

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TEACHER AND PUPIL.

Two articles of special educational significance have recently appeared in the North American Review. The one is by His Eminence Cardinal Gibbons; the other is by Dr. H. S. Williams. The former discusses, from the point of view of the church, "The Teacher's Duty to the Pupil." The latter considers, from the sociological point of view, the question, "Can the Criminal be Reclaimed?"

The Cardinal urges strongly the higher humanitarian methods of dealing with children. The object of discipline is to correct and guide, not to smother and crush the natural tendencies of the child. He illustrates, with the story of the flogging abbot rebuked by Anselm, the superiority of gentleness over severity. To which he adds: "Jesus Christ is the model Teacher. His conduct toward his disciples is the best example to be followed. He did not attempt to quench their natural spirit, but He purified and sanctified it in the fires of Pentecost. After Peter had graduated in the school of his Master, he remained the same ardent man that he had ever been. His

vehement energies were expended, however, not in defending his Saviour's person with the material sword, which he had formerly used in cutting off the ear of Malchus, but in wielding the sword of the Spirit in the cause of righteousness. The sons of Zebedee were ambitious of glory. Ambition is in itself a magnanimous sentiment; therefore, Christ did not smother it in their breast, but He ennobled it by directing it to higher and holier ends."

Accepting this important lesson and "grading" the matter of it to serve the minuter needs of modern educational life we may observe that the teacher of to-day in following the great Model has an exceedingly delicate task to perform. The evolution of the social instinct into clearer and more complex forms of consciousness is making apparent to all thoughtful people much of the intricacies of modern social organization—intricacies which are increasing in practical realization with every generation. Always it is true that individual life is impossible apart from communal life. And this is especially true in the modern world. For to-day the "individual life" is rightly assumed to involve an aggregate of qualities the organic evolution of which necessarily implies the whole complex of modern communal life. Cut off at the outset from

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the subtle influences of the modern social world the individual can but present a pitiable case of "arrested development." With perverted environment he can only develop into an intellectual and moral monstrosity. Confined during infancy to the cradle of crime the individual is doomed to moral dwarfage in which his divine potentialities unfold only as demoniac realities.

And yet, with self-activity as the central characteristic of his being, the individual can neither be driven nor carried in any direction. He can only be guided, or lured. His chief guides are Parent, Priest, and Teacher. As a guide the parent may fail altogether, or even guide fatally amiss. The Priest is a "minister" in sacred things. He is a specialist whom the higher form of "natural selection" has set apart to guide the individual in his struggle to attain the subtlest degree of spiritual life. The Teacher is also a product of this higher order of natural selection. And here the "selection" is with reference to the deliberate end of guiding the individual in such exercises as shall as speedily as possible put him in the way of wise and secure self-guidance. The best guide is he who soonest puts the pupil effectually beyond the need of outer guidance.

Such guidance toward self-guidance is the specific business of the Teacher. He is to lead the pupil with such consistency in the way of rational action that this way will not only become clearly apprehensible intellectually to the pupil, but also become realized in his will as Habit. And it is worth while to remind ourselves that the word "habit" comes from the Latin *habeo*, which means to have or possess. Aided by such etymological hint we may see that habit is a kind of

possession. Irrational habits are of the nature of evil "possession." They constitute confirmed practical self-contradiction—i. e., the mode of actual self-dissolution—on the part of the individual and are therefore rightly called "bad habits." On the other hand rational habits are of the nature of divine "possession," which is rational self-possession. They constitute confirmed practical self-affirmation—i. e., the mode of self-realization—on the part of the individual, and are therefore rightly called "good habits." So that we may say: *Good habits we have; bad habits have us.*

Childhood and youth constitute the period of the formation of habits. And if it is true that a child trained up in the way he *should* go will not as he grows older depart therefrom, it is generally thought to be scarcely less true that a child trained up in the way he should *not* go can hardly be induced in advancing age to seek a better.

Still, exceptions either way are not unknown; and while the rationally maturing individual may be said to become more and more independent—i. e., less and less dependent upon his environment—nevertheless in the very fact of his rational development he becomes not merely more and more developed as an *individual*, but also as a *social* individual. Whereas on the other hand the irrationally developing individual gains nothing in true independence and thus tends always to revert to lower and lower stages of simple dependence upon the social world in which he lives. As we have already noticed the individual cannot, if he would, escape from his social relations which are of the very essence of his life as an individual.

And precisely herein there is special ground of hope for the in-

dividual. For his nature is infinitely complex and hence his life can never become set in any one mould, whether of heredity or of environment, beyond possibility of modification. Nevertheless those followers of Darwin who, like Lombroso, are so much occupied with the brain as the immediate organ of Mind, that they fail to comprehend Mind in its ultimate, essential nature, and with whom, therefore, heredity determines character beyond possibility of modification through environment, easily fall into the extravagance of assuming that the individual's life is predestined through cerebral structure and that thus some men are by simple reversion not merely prone but even literally born to evil "as the sparks fly upward." To deal with which class our truly scientific modern civilization requires a psychological annex to the Board of Police Commissioners for the purpose of deciding as to who of the *suspects* are hopelessly criminal and hence without further ado to be guillotined for the present safety and ultimate good of society at large. With such grim suggestion has the doctrine of "natural selection" brought us face to face at last.

It is against this extreme view that Dr. Williams utters a protest. He bases his argument, besides, upon facts drawn from the field of natural history. Even the lower animals (which, as we may add, must, with their relatively simpler natures, be so much the more likely to be predetermined through heredity beyond possibility of perceptible change during the life of a single animal) are yet known to be capable of such complete domestication as to show no sign of disposition to return to their native state. He tells of a tame crow that followed him often into the field when he went

hunting, and which, sitting on his shoulder—or perhaps on the gun barrel—"would caw a welcome to wild crows that flew by, with apparently no more thought of leaving me than my hunting dog had of turning wolf."

Of course the animal must be taken from its native environment into the human very early if such results are to be produced. But the case is typical and shows that the powerful, because indefinitely cumulative, tendencies due to heredity may still be radically modified if not altogether overcome through the influences of changed environment.

And if this is true of the lower animals how much more must it be true of man with his immeasurably greater complexity of nature, above all as including the characteristic of positive self-consciousness and the power of deliberate self-activity.

And further, it is evident that a rational environment will stimulate such reflecting, self-determining unit to self-developing activity; while so far as the environment is irrational it will stimulate him to self-annulling activity. The formative period or period of growth is, besides, very greatly extended in man so that we need not be surprised at the fact, mentioned by Dr. Williams, that the Reformatory at Elmira, N. Y., undertaking to reclaim people more or less advanced in viciousness and crime and whose ages vary from sixteen to thirty still shows a record of four-fifths who have "become honest breadwinners permanently."

With such a record it may well be believed that this institution is, as Dr. Williams calls it, "the forerunner and the type in this country." And even the remaining fifth might well be expected to be reclaimed were the individuals brought under genuine re-

claiming influences from infancy onward.

Meanwhile the schools can do much—are doing much and should do far more—in the way of seeking and saving those who if not lost already are yet in great danger of being lost. The school stands side by side with the church as an evangelizing institution. What the church points to as a Law of God denouncing sin and commanding righteousness it is the business of the school to bring to the dawning consciousness of the pupil as the eternal Law of Reason in his own being to obey which is the way of life and disobedience to which is the way of death. And the teacher who fails to comprehend this as the central significance of his entire task as a teacher is but a blind leader of the blind.

It is just because of the increasingly clear apprehension and increasingly adequate comprehension of the infinite values of personality and of the correspondingly infinite gravity of the teacher's task as dealing directly with maturing persons that, as Cardinal Gibbons says, "The spirit of this country seems to be growing more and more averse to the application of the rod," that "he is a model disciplinarian who combines the paternal and maternal attributes in his relations to his pupils. While he is expected to maintain the authority of a father, he should exhibit in a more marked degree, the affection and tenderness of a mother."

The same deepening consciousness of the significance of human life is, in fact, the secret of the prison-reform movement, of the school-reform movement, of the social-reform movement, of the church-reform movement. It is the "God-consciousness" in humanity struggling toward its own further realization. Let officials and teachers and preachers make renewed note of it and shape their lives accordingly.

GROWTH OF THE HIGH SCHOOL.

For a good many years the University of Michigan has been rightly regarded as the leading and model State University of the West. This position it still holds—rapidly as others, notably the University of Missouri, are making their way toward the front rank.

The celebration of the quarter-centennial of President Angell's administration was the fitting occasion for the summing up of results, and for the formulation and promulgation of further aims. Among the specially significant suggestions made by President Angell is that of the desirability of extending the course of study for the High School.

The division of education into "primary," "secondary" and "higher" education is of itself so far arbitrary as that these are but three fundamental stages in what constitutes education as a whole. They are simply the successive grades in the continuous process of development of one and the same individual mind. And whoever pauses with either the first or the second grade may be said to be thus far a case of arrested development.

Readjustment is but a thing inevitable, and while on the one hand some of the studies—as elementary algebra and geometry, with the first books in Latin—are about to be shifted from the high-school course to that of the district or "grammar" school, so on the other hand it is coming to be seen that much of the work now assumed to belong to the college course, as this is still maintained in the universities, might better be done once for all in the High School; for to this course it naturally joins on both in subject-matter and in method of instruction.

In other words, the high school appears predestined to expand its course so far as to include the whole of what has hitherto been the prescriptive work of the college, thus leaving the university free to devote its energies wholly to advanced elective work. In fact, the distinction between college and high school, it can scarcely be doubted, is a progressively vanishing one. And with the full development of the functions of the schools of this grade, the universities, properly so-called, will be left wholly free to the working out of their strictly legitimate task, the development of graduate schools for special (professional) students.

Such extension of the high school course of study is desirable from another point of view. Most people graduating from the high school are content with having arrived at this stage. Add two years to the course required for graduation and most of those who now complete the present shorter course would, no doubt, remain during the further time required to complete this course thus extended and the number of better educated men and women would be correspondingly increased.

Such extension of the sphere of the high school has already been urged in this journal, and we believe it is destined to be accomplished at no distant day.

The Phoenicians worshipped Wealth, and were devoured by Moloch. The Greeks worshipped Beauty, and turned their religion into a phantom Helen. Rome worshipped Power, and died with a dagger in its heart, like Caesar.

"Darkness" is a shadow cast by a soul rendered opaque by evil deeds.

In the article referred to elsewhere, Cardinal Gibbons declares that "While the vigilance of superiors should be active in observing and prompt in correcting abuses, it should be entirely free from a spirit of espionage and distrust, which is calculated to create hypocrites and to provoke the clandestine violation of rules. If the students are persuaded that they are habitually suspected and watched, they will also have their eyes on their professors. They will take a morbid pleasure in eating the forbidden fruit, in drinking the stolen waters, which are sweeter, and eating hidden bread, which is more pleasant."

To which we may add: A man believes in himself much as he finds himself believed in by others. He respects himself the more the more his neighbors prove that they esteem him, and whatever there is of the rogue within him will be brought out by consciousness that he is the object of suspicion—as a sound man in the time of the plague went home and died after being told three times in quick succession by different physicians that he was looking ill.

There are people who regard nothing as "practical" save what they are able to touch and handle. To such people the sun can be of no practical value, nor the light of the sun, since they can touch and handle neither.

It is the mission of civilization to multiply wants and to create discontent; but it is also its mission to create means of satisfying its wants and of turning discontent into a deeper satisfaction.

Shallow heads make up with impudence for what they lack in power.

Apprehension wearies; comprehension brings repose.

A scoffer at the "verbiage" of the Middle Ages cried out: "How dry those problems and their discussion as to Nominalism and Realism!" To which I could but answer: "Yes, but the drier the problem the easier to blow away the dust; and discussion was the windmill."

Would you convert other people from the error of their opinions? Do not proceed in the abrupt way of "elimination by cancellation," but follow the milder way of "elimination by substitution," making your own views so attractive that they will be adopted as a matter of course and even unawares.

In your conversation remember that the mingling of Red and Blue produces purple; and that is the color of bad blood.

Behind a face in which there is no trace of tears is a soul that has never awakened out of its primal sleep.

Whenever God says: "Let there be Light," a soul is born and creation is begun anew.

The St. Louis schools open with a near approach to 70,000 pupils. We are glad to see that Dr. Soldan is on record as cherishing the purpose of reducing the number of pupils assigned to each teacher in the district schools so as to secure greater thoroughness of instruction and greater effectiveness of personal influence by the teacher upon the pupil. This will be to touch the heart of reform and set it beating with greater vigor to the enlivening of the whole system.

Whenever the real form fails to conform to the ideal form it is deformed.



THE PUBLIC EVENING SCHOOL.

BY CHARLES D. NASON.

One of the great problems which confront philanthropists is that of educating the young men of the country who have not been able to go to school in their childhood's days and who find themselves at manhood without the elements of a common school education. Some young persons feel sufficiently hampered by their lack of education to want to make good their deficiencies, and it is undoubtedly the duty of the State to supply them appropriate means for doing so. For such young men and for men who are older, as well as for women in a similar condition, there have been established in many of the larger cities public evening schools. It is of these schools, their pupils, and teachers that I wish to speak.

If you go into one of these schools at seven or half past seven o'clock in the evening, you will see a motley crowd of old men, young men, and boys in one building, and, in another building, you may see a similar assemblage of women. There are some twenty or more in a room and in the larger classes two teachers are employed because, from the nature of the case, the teaching must be largely individual. The great, strong men look very uncomfortable seated at desks designed for children of from ten to twelve, but a hearty spirit of good fellowship pervades all and intentional courtesy to the teacher is rare indeed. As the hours pass by, more than one head gives a sleepy nod and a suppressed yawn takes its course around the

room; but still the same men come night after night, only the boys being irregular in their attendance. There is something almost pathetic in seeing a class of old men striving to drive the pen according to their will or struggling with a problem that would be easy for a child of nine.

In some cities there are formed special classes. In Philadelphia there are classes in sewing and millinery for women. Drawing and bookkeeping classes are organized, and as the demand for different classes increases they will doubtless be added. At the Artisan's Night School, which corresponds somewhat to the public High School, the higher branches which are necessary to a complete understanding of the different trades are taught by specialists in those subjects. There is need for a wider extension of this system and greater appropriations for such purposes and a greater interest on the part of parents whose children are obliged to work during the day time. To be sure, the strain on the pupils is great and the future benefits of such a course of action do not appeal so forcibly to the class of people who are to be educated as one would wish, yet opportunity for study should be given to any who desire to do so. Private enterprise has started trade schools and technical schools which supply a great need, and where a fee is charged it is found that there is greater earnestness on the part of the pupils, but here in America we must remember that we are pledged to give an education to any who ask it and to bring pressure to bear upon those who do not see the necessity for such an education.

In manufacturing districts, where the attendance will warrant it, there should be technical classes with a technically educated teacher. Some large corpora-

tions have tried this system and have classes where their employees receive a certain amount of instruction in related subjects. In some manufacturing towns of Europe, expensive technical schools have been equipped for the benefit of the artisans of the town. In such classes we may, without danger, forget that the schools are for the development of pupils and make them information imparters. The day schools are largely this when they ought to be developers, but the night schools deal with pupils who are probably developed as much as they ever will be, or can be, and what should be taught should have a very definite relation to the bread and butter problem and to the making of a useful American citizen.

Because an unkind fate has compelled these men and women to go to work before they had a sufficient education, is all the more reason why the powers that be should take more interest in them. Not only does the school teach them some useful knowledge, but it keeps them away from the streets where they are liable to go astray, and under the right sort of a teacher there comes into the lives of these men and women an inspiration which carries them through many a difficulty. There are immense possibilities in the night school for humanitarian work. Almost all the good which can be claimed for the College Settlement work which has become so prominent among us can be accomplished in a modified degree in the public night school.

The smaller cities should take this matter in hand. Here, indeed, it is more necessary than it is in some of the larger cities for in them there are often found institutes, trade schools, and guilds of different sorts which afford great facilities at a very small

price, but in the smaller towns where there is nothing of this kind there is all the greater need for the public evening school. A small town, if there are evil influences in it, is liable to be a very bad place for a young man and the State should do all in its power to keep its young men and women from these evil influences. The mere fact that young men and women will come to these schools is in itself proof that they are wanted and wanted badly, for, after a long day's work in the shop or in the store, the addition of two hours more involves quite a sacrifice.

Women are no less eager than men to gain an education, although their attendance, from the necessities of the case, is more irregular. I have heard of one old woman of sixty who came to the night school that she might learn to write, if only her name. She could read fairly well, but had never been taught to write. Another instance of the strange cases that present themselves at night schools is that of a young man who appeared to be intelligent but who had to be brought to the school because he did not know where he lived, although his sisters had been through the grammar grades of the public schools. This same young man had not the least idea of addition, even in such everyday matters as in dollars and cents, and yet there does not seem to be lacking anything in his mental faculties, and his teachers declare that he is neither simple nor idiotic; but to teach a man over twenty what he should have known when he was five presents a problem difficult for the teacher, difficult even for the teacher of an evening school. Some young men appear to be dull when they enter the school because they still have the hum of the machinery in their ears and

cannot understand the ordinary words of the teacher. Then, again, those young men who have worked at the trades have such a practical acquaintance with measurement and the ordinary problems of life that they immediately surpass those who work in other lines and the grateful and intelligent look with which they greet any new idea is an inspiration to the teacher such as is seldom found in the ordinary course of events in the day school.

Of course there are other considerations which are not so golden tinted. One of these is the discipline. Many of the young men come to the school with the express intention of having a good time, in short, of making it a substitute for the theater or the corner cigar store. In the drama which they expect to see acted, the teacher, of course, has the leading part. This section of the class presents some problems which are difficult of solution. It is here that the genius of the born teacher comes out. She, with Romeo, whispers to herself, "He, that hath the steerage of my course,

Direct my sail!"

and trusts to the inspiration of the moment to quell any disorder that may arise. A poorer teacher will solve the difficulty by sending the young man away and thus losing for him all the advantages of the school. This he cares not a straw for and so the punishment amounts to nothing. The really good teacher brings her influence to bear on him and makes him see that his position is wrong and that he must come to the school with a different purpose. Of course the usual methods of discipline are useful here as well as in the day school, except where the presence of men make them ridiculous. It is in discipline that the value of the lady teacher

shows itself. In some places men are employed as teachers under the mistaken notion that they are necessary for the physical handling of the boys, but where physical violence would be successful once it would fail a dozen times, and the very class which it is desirable to influence would be driven from the schools. Male teachers do have their uses in the schools, for some men express their preference for them as teachers. The desire probably arises from a feeling of shame for the ignorance which they dislike to disclose before a lady teacher and also from the fact that a male teacher will more readily understand their difficulties and use illustrations which would appeal to their understandings more potently.

According to the rules of some boards, teachers are not allowed to teach in the night schools until they have had three years of experience. They are usually young women who have just completed their period of probation and are anxious to increase their otherwise small salary. These teachers are required to have an immense amount of nervous energy to teach a class for five hours during the day and then to come back to the school for two additional hours during the evening. Some break down and lose interest in the work and few continue in it for a long term of years.

It is well that the experience rule is laid down for the benefit of the teacher as well as for the taught, for the conditions are so different from those existing in the day schools that a teacher who has had no other experience than that gained in the night school would have to learn her profession over again. All the

rules that she has been taught in the Normal School for the education of children are here open to question. It may not be well to reason with a child of ten, but there can be no objection to reasoning with a man of forty, and, however poorly he may have been educated, he will understand and accept your premises. A teacher who has learned a principle in a night school should not try to apply it to her day classes until she has seen clearly that the conditions are the same in both cases. It is in this that the teaching in a night school is bad for a young teacher. It not only saps her physical energy but it is liable to give her a wrong idea of her mission. In the first few years of her teaching, the young pedagogue has inspiration enough. Everything is new to her and the mere novelty of her position sustains her. After she has grown older, and things have become rather stale and unprofitable, then, when her teaching habits have been formed, she may go into the night school for her inspiration. Work, she will, of course, for the money consideration, but more than that, along with her small monthly salary there will be knit about her heart a bond of fellowship for her fellow man and woman.

It is necessary that the public night school teacher have something of the missionary spirit and, as a rule, I think that they have. I do not mean to say that I think that many of them would teach if there were no salary coming in from their extra work, but the wages are so small for the amount of service that there is surely some other motive than a purely mercenary one. Doubtless the classes would be better taught if it were possible to make a living by doing this sort of teaching and nothing else, but we have not yet arrived at that condition. En-

thusiasm is one prime requisite, but it is difficult to summon up enthusiasm after a hard day's work. It must not be lost sight of, however, that the students are in as bad a plight as the teachers, but as they have no restraint put upon them and can come or not any evening as they please, their condition is better.

The teacher should be as intimate as possible with her evening classes and too much praise cannot be given for a piece of good work or for earnest endeavor. Every influence should be brought to bear to make the pupils come as regularly as their work will permit and an occasional relaxation into an entertainment or the story of the life of some great man whose struggle for an education has been greater than their own, will not be out of place and will give the young people greater courage to keep up with their work.

The influence which the teacher exerts in her evening classes is probably greater than that exerted among the children of the day schools. The knowledge-thirsty men and women drink in every word of the teacher and her ipse dixit has more force among them than among her smaller pupils. It is needless to say that the teacher should strive in every way possible to make herself worthy of this respect. For a closing sentence let me emphasize the advisability of emulating the "Traveler from Altruria" and of seeking to help every one make his burden easier to bear.

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A big modern department store is almost a city in itself. Just think what you can buy at Famous, corner Broadway and Morgan—clothing, shoes, millinery, ribbons, notions, fancy goods, hosiery, underwear, corsets, gloves, hats, caps, mackintoshes, cloaks, wraps, furs, suits, wrappers. We also carry a complete stock of house furnishing goods. Our prices, as every one knows, are positively the lowest in the city. Special discounts to teachers, and we will open an account with you if you wish.

POLITICS IN SCHOOL.

BY JAMES N. DAVID.

The teachers who begin their schools before the elections this fall will in many instances be placed in very trying positions.

Party feeling will be very high and unless great skill is used the teacher will find his school degenerate into two or three political wings, and will find himself allied to that one which favors his political sentiments. While the teacher need not conceal his political opinions, he should not make them prominent nor seek to inculcate them either in the school or community. It is not his business to be a politician.

His special business is to keep in the minds of the pupils that he is there to teach them to think, and to supply them with "the tools of thought"; that passion, anger and excitement always warp and bind the mind and hinder a correct apprehension of the truth.

He should impress upon the pupils the importance of acquiring the habit of accurate thought, for inaccuracy is a form of falsehood. While he should not discourage interest in the living, active present, he should impress it upon the pupils that they are preparing for future action, and that many of the present questions may be settled before they enter active life. A rigid adherence to real school work will give the pupils power whereby they shall be able to preserve the results of the present, and acquire skill to deal with the more important questions of the future, to us perhaps unthought of, that may arise.

So long as the world exists great questions will arise and must be settled by the rules of reason and laws of thought, according to the truth. Let the teacher keep it steadily before the pupil that while the present is glorious, he is getting ready for the more glorious future of this world.

**DISCIPLINARY VALUE OF
PSYCHOLOGY.**

BY C. E. RUGH.

There is a story of a boy with a psychological turn of mind who secreted himself in a large oak to watch the passersby. The first gentleman remarked to a friend, "What a fine stick of timber that would make." "Good morning, Mr. Carpenter," came from out the tree. Another passer said, "That is fine bark." "Good morning, Mr. Tanner," the boy replied. A man of the next group remarked that the tree would be a good place for a squirrel's nest. "Good morning, Mr. Hunter," the boy answered. Each man weighed the tree in terms of prominent experience. Just so each teacher interprets the children in terms of former experiences. This experience is gotten by contact and observation and by reflection and study. So to one teacher the pupils are "kids," "brats," "imps." In this case what is the teacher's standard, and where did he get it? To another teacher the children are "cute," "cunning," "deceitful," etc. What has been this teacher's experience? For what has she been looking? Another teacher calls the children her "Little Angels." Where did this teacher get her measuring stick?

The true teacher says they are undeveloped but developing souls. She is a student of psychology. She may not be reading a text she may never take instructions in it. She would no doubt be more accurate in her judgment if she had taken instruction. This habit and power of estimating children, school work and school devices by spiritual standards is the discipline that a proper study of Psychology can give. This power is of most value because every factor in education must be mea-

sured by its effect upon the mind of the pupil. It is the final and only true measure of school work.

Many teachers have read the divine account of man in which he is described as becoming a "living soul," but this central truth seems to be no part of their working capital. The pole star for teaching must be the child's human nature and its possibilities. The study that not only impresses this fact upon the mind but also produces the habit of putting right estimate upon school, is a study of mind. This study should result in filling the pupil to overflowing with the conception of the transcendent power of will, the organizing influence of feeling and the guiding directing function of the intellect. Thus inspired by the supreme position of man and the possibilities of the child the teacher becomes a "living soul" in the school room and gives even the driest parts of grammar and arithmetic and spelling, the life touch by making them means of character training.

In the second place the bring-ing all acts under the laws of mind, establishes the philosophical habit of organizing and unifying and this is a power in any teacher. The importance of this kind of philosophizing over others is that it centers on the true center—will. Again the close discriminating necessary in this subject requires the closest attention. In short, Psychology has all the qualifications of any other branch to produce discipline and has the advantage of being the central science because it studies the phenomena of the mind, which knows and classifies its knowledge.—The Normal Exponent.

THE INFLUENCE OF OUR IDEALS.

Prof. E. A. Greenlaw, of Clay County, Illinois, in his excellent address on Supplementary Reading in Schools has the following about the influence of our ideals:

"The most powerful influences in the life of any man are his ideals. If the aim be unworthy the life is a failure; if it be base, a life of crime is the result; while the highest reward in the power of man to give is bestowed upon him who is nearest moral perfection—whose ideals are right. We are at heart hero worshipers, whether we will or no. Our ideal may be found in books, perhaps in real life, but we are influenced by it none the less. One boy adopts as his ideal some well known business man, one who has amassed a fortune honorably and has spent it philanthropically—such a man as George Peabody, the merchant prince. He dreams of the ideal—longs to be like him, admires the integrity and honesty of the man and his theory that one has a right to wealth only to hold in trust for others. Such a boy has a noble ideal. He may not become a great merchant, he may not become even wealthy, but he will live a good life and will make the world better for his having lived in it. But another boy holds the acquisition of wealth to be the main thing. He studies the careers and acts of Ives, and Gould, and Huntington. He becomes a man; he gets money—but he is unscrupulous—he cares not who suffers if he gets his pay. A mortgage comes due in the dead of winter—he turns the widow and the fatherless into the storm because the interest is due and the money not forthcoming. He too is wealthy, but his life, though he live in a marble palace and his praises be sounded by men, is a hollow mockery, a glit-

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"Do not blow your own trumpets; nor, which is the same thing, ask other people to blow them. No trumpeter ever rose to be a general."—E. E. Hale.

tering failure. His ideal was unworthy. A third boy learns to read as all boys should, but in his home there are no books—he grows up on the street because the home is unpleasant—his teacher does not tell him of good and noble men—he does not come into contact with them. By and by a book falls in his way—some school fellow has been reading it and his interest is aroused by the rude and vile pictures scattered through its pages. He reads it—he admires the hero, though he be a robber and a murderer. This is his ideal. Do you blame him—has he known of other ideals—is not the story told with such a semblance of truth, that he, like the other two boys, longs to go and do likewise? Soon the saloon, the gambling den, attract him—his mind is full of this sensational literature, for like the opium habit, the fiend that lurks in bad books is hard to shake off. Little by little is he living up to his ideals. He has read of a murder—has planned it out—has read every detail and imagined the whole crime. He thinks how he should do it—his ideal is mastering him. A dark night—a quarrel—weapons are drawn—the details are so fixed in the mind that the muscles act involuntarily—a blow is struck and the man is a murderer—caused by reading one bad book.

These cases are not overdrawn. Hundreds like them can be found on every side. They are simply illustrations of the law that "as a man thinketh in his heart so is he." Character is a house, of which the materials are thoughts, and woe be to us if we put poor material into these buildings of ours. The girl who spends hours poring over the cheap novel which portrays not sentiment but sickly sentimentality will soon come to have distorted views of

life, the mind will become weak and flabby because of the stuff it has fed upon and the foundations are laid for the gossip and scandal monger of the future. For our lives are largely the production of imitation. The tragedian, wishing to assume a certain character in a play of Shakespeare first reads, then thinks, and out of his reading and thought gains his ideal of the character he presents to us upon the stage. So are we all actors upon this stage of life and whether we will or no we become like our ideals of manhood and womanhood, we live up to our ideals of honor and truth and virtue and prove in our own characters that "life is lost or won by its master thoughts."

The greatest danger threatening our country to-day is the danger from low ideals."

Let us then, fellow teachers, do everything in our power to place before the boys and girls for their hero worship ideals that are true, pure, clean and elevating; that will inspire truth, honesty, love for home and love for our country.

J. G. R.

LIBRARY SECTION OF THE N. E. A.

A very important feature of the recent meeting of the National Educational Association was the organization of a library section. Teachers and librarians have been recognizing more and more of late years the common ground they occupy as public educators. Careful consideration of the matter has shown the need of more systematic co-operation between schools and libraries. The matter was finally taken up personally by J. C. Dana, president of the American Library Association, and a correspondence opened with the leading educators. Active interest in the matter was awakened and a very strong petition was presented to the executive council of the N. E. A. asking for the admission of such a section into the association. The matter was strongly presented by leading educational and li-

brary periodicals. Thus it came about that when the council met, as one of its members remarked, there was "not much else to do but carry into effect the wishes of so large a constituency." At a meeting of the council on July 6 the matter was presented by Melvil Dewey, State Librarian of New York and secretary of the Board of Regents of the University of New York. The vote to admit the section was unanimous, and to such an extent was it favored that an amendment was adopted to drop the word "school" which was before "library" in the motion and make the new department the library section, admitting librarians to the membership as well as teachers. A meeting for organization was held in the Buffalo Public Library Thursday, July 9, with a large attendance.

The permanent officers were appointed a committee to confer with the officers of the A. L. A. as to the best means for co-operation between schools and libraries. Much enthusiasm was displayed over the formation of the section, and altogether the meeting was full of interest. A committee was appointed to select the permanent officers of the section, and reported for president Melvil Dewey, secretary of the University of New York, well known to teachers and librarians; vice-president, J. H. Vansickle, superintendent of schools in district 17, Denver, Colo., who has paid much attention in recent years to the use of books in school rooms, and has latterly established a small circulating library in every school room in his district; secretary, Mary Eileen Ahern, library bureau, Chicago.

The library section of the N. E. A. is a real fact, has a good start, and bids fair to accomplish the purpose which brought it into existence.

"Those who are possessed by the passion for doing things in a better way and for seeking better things are often content, but they are never satisfied; that which they have secured to-day only confirms them in the quest for perfection in substance and method. There are those in whom this quest is so eager and controlling that they move through life as though some divine impulse were behind them. Blessed are the dead when they compel us to believe in their unshattered life!"—Exchange.



INDIANA STATE BOARD QUESTIONS WITH DISCUSSIONS.

PHYSIOLOGY.

(Any five.)

1. What is a system?
2. Explain the wearing away of the epidermis and the compensation of the loss by growth.
3. What is the special function of the kidneys?
4. What is the function of the eustachian tube?
5. How does the eye accommodate itself to vision at different distances?
6. What is the function of nerve fibers?
7. What is the difference in structure and function between white and gray nervous matter?
8. What causes excessive drinking of alcoholics or the desire for it?

ANSWERS.

1. A system is a collection of organs classed together on account of similarity.
2. There is constantly more or less desquamation of the epidermis, particularly of the horny layer, and the cells are regenerated from the subjacent parts. There is a constant formation of cells in the deeper strata of the horny layer, which become flattened as they near the surface.
3. The special function of the kidneys is the elimination of urea and other important excretitious constituents of the urine.
4. The eustachian tube allows the air to pass in or out of the tympanum, so that the pressure on both sides of the membrane of the drum is equalized. It also acts as a way of escape for any fluid that may be secreted by the epithelial lining of the tympanic cavity.
5. See any physiology.
6. The nerve fibres transmit impulses.
7. The white matter is made up of conducting fibres. The gray matter is a complex substance of nerve cells forming nerve centers.
8. What does this question mean?

ARITHMETIC.

(Any eight.)

1. What is meant by a principle in

arithmetic? Give one and illustrate your definition through it.

2. Show, as to a class, how units of the same kind only can be added.

3. (a) Multiply 327 by 34, giving such an explanation of the process as you think necessary to a pupil beginning that subject.

(b) What tests would you apply to a pupil to satisfy you he was ready for the above work?

4. Give full explanation of the process of factoring to find the G. C. D.

5. Bill.

Evansville, Ind., Jan. 9, 1896.

F. J. Scholtz & Co.,

Bought of Willard Carpenter & Co.:
15 pairs boys' thick boots at... \$ 1 25
7 pairs boys' calf boots at.... 3 20
8 cases men's calf boots at... 35 75
40 gross silk buttons at..... 37½

Settled by note.

Complete the above transaction, making out the bill in proper form, writing note, receipting bill, etc.

6. At 35 cents a roll, what will be the cost of papering the walls and ceiling of a room 18 feet long, 14 feet wide and 12 feet high, making no allowance for openings, the baseboard being 9 inches high?

7. A man, by selling a lot of goods for \$438, loses 10 per cent. How much should they have been sold for to gain 12½ per cent of the \$438?

8. Five men can do a piece of work in 9 days. How soon after beginning must they be joined by two more so as to complete the work in 8 days? Give careful solution and verify result.

9. I sold one-half of a lot of lumber for what five-eighths of it cost. What per cent did I gain on the part sold? Make a concrete problem based upon that proposition, and verify it to show that your work is correct.

10. What sum must be invested in stocks bearing 6½ per cent at 105 to produce an income of \$1,000?

ANSWERS.

1. A principle is a truth which is evident without proof. Ex. A product is like the multiplicand.

2. Put five walnuts and three eggs into a group and ask pupil how many walnuts, or how many eggs, in the combination.

3. The pupil should be able to multiply 327 by 4, and by 30 before multiplying 327 by 34. Then he should see that the product of 327 by 34 is the same as the sum of the products by 30 and by 4.

4. The question is not definite; seems to be to explain the g. c. d. by

process of factoring. The process of factoring is the one which is carried on in light of the definition of g. c. d. When the numbers are factored the definition tells plainly what to do.

5. The total amount called for in the bill is \$342.15, and when the note is given in payment the bill is signed by Carpenter & Co.

\$342.15 Evansville, Jan. 9, 1896.

Sixty days after date we promise to pay Carpenter & Co., or order, three hundred forty-two 15-100 dollars without interest, for value received.

F. J. SCHOLZ & CO.

6. The strips for the ceiling must be over 18 feet long, say 18 feet 4 inches, if put on lengthwise, and the strips for the walls will be cut approximately 11 feet 6 inches long. It will take about 43 strips for the walls and about 10 strips for the ceiling. Hence about 226 yards of paper will be required. To find the cost divide the number, 226 yards by the number of yards in a roll, and find the product of 35 cents, and this number.

7. 112½ per cent of \$438 is \$492.75.

8. If 5 men can do a piece of work in 9 days, they can do eight-ninths of it in 8 days, thus leaving one-ninth to be done by 2 men. Since 1 man can do 1-45 of the work in 1 day 2 men can do 2-45 in 1 day. To do 1-9 of the work they will have to work 2½ days. Hence the five men must be joined by the two men 5½ days after beginning, to complete the work in 8 days.

9. By selling ½ of the lumber for ¾ of the cost of it, there was a gain of ¼ on the cost of ½ of it. Now ¼ is .25 of ½. Hence the rate per cent or gain on the part sold was 25 per cent.

Problem: A man bought \$1,000 worth of lumber, and sold ½ of it (\$500 worth) for \$6.25, which is a gain of \$125, on the cost of \$500, or 25 per cent.

10. It will take \$15,284.61+ worth of stock to produce an income of \$1,000 at 6½ per cent. This stock at 105 will cost \$16,153.85.

GRAMMAR.

"All stood amazed until an old woman, tottering out from among the crowd, put her hand to her brow, and, peering under it in his face for a moment, exclaimed, sure enough! it is Rip Van Winkle."

1. Point out the three essential elements of the above sentence. Define the essential elements of a sentence. 10 per cent.

2. What is the first subordinate clause? Name the three elements. 10 per cent.

3. Explain the use of "amazed," of "peering." 10 per cent.

4. State the relation of each noun in the sentence. 10 per cent.

5. Distinguish between a simple and a compound sentence. 10 per cent.

6. Write a composition of 200 words on "The teaching of grammar." 50 per cent.

ANSWERS.

1. The subject of the sentence is the word, "all." The predicate of the sentence is the words, "amazed until an old woman, etc." The copula of the sentence is the word, "stood," which is here used as a pure verb, meaning were. The subject of a sentence is that part of it which expresses the thought subject. The predicate of the sentence is that part of it which expresses the thought predicate. The copula of a sentence is that part of it which expresses the thought relation.

2. The first subordinate clause is, "until an old woman, tottering out from among the crowd, put her hand to her brow." The subject of it is the words, "an old woman, tottering out from among the crowd." The predicate of it is the words "put her hand to her brow." The copula is implied in the word, "put." It may be expanded into was putting, in which case, the copula is the word "was."

3. The word, "amazed," is the principal part of the predicate of the sentence. The word, "peering," is a participle used as an adjective modifier of the word, "woman."

4. The word, "all," is the subject of the sentence, and we say it is nominative relation or case. The word, "woman," is the principal part of the subject of the subordinate clause and we say it is nominative relation or case. The words, "crowd, brow, face, moment," are principal words in prepositional phrases and we say they are in the objective relation or case. The word, "hand," is a direct objective modifier of the verb, "put," and we say it is the objective relation or case. The word, "Rip Van' Winkle," is the predicate of a subordinate clause and we say it is in the nominative relation or case.

5. A simple sentence is a sentence which expresses a single thought subject, thought predicate, and thought relation; e. g., The storm was furious. A compound sentence is a sentence which expresses two or more co-ordinate in-

dependent thoughts; e. g., The wind was high and the storm was furious.

READING.

"There are many good things from which I might have derived good, by which I have not profited, I dare say, Christmas among the rest. But I am sure I have always thought of Christmas time, when it has come round—apart from the veneration due to its sacred origin, if anything belonging to it can be apart from that—as a good time; a kind, forgiving, charitable, pleasant time; the only time I know of, in the long calendar of the year, when men and women seem by one consent to open their shut hearts freely, and to think of people below them as if they really were fellow-travelers to the grave, and not another race of creatures bound on other journeys."—Charles Dickens.

1. From which one of Dickens' writings is the above taken? How does it compare in point of literary merit with his other productions?

2. State what you believe to have been his purpose in its writing.

3. The delineation of which of its characters leaves the deepest impression on the youthful reader?

4. Do you believe it to be well to have pupils read the story entire? Why?

5. What others of Dickens' works would you recommend as suitable for young people's reading courses?

ANSWERS.

1. From "A Christmas Carol." In literary merit it is perhaps equal to anything Dickens has written.

2. It was intended "to awaken some loving and forbearing thoughts, never out of season in a Christian land."

3. That of Scrooge. The revolution wrought in his nature by the series of visions forms the core of the story.

4. Unquestionably. So that the various parts of the story may be properly related in the pupil's mind and a unity of effect produced.

5. It is very difficult to make choice amongst so many that are good. The following are suggested: David Copperfield, Nicholas Nickleby, Little Dorrit, Dombey & Son, Old Curiosity Shop, Oliver Twist, and A Tale of Two Cities.

SCIENCE OF EDUCATION.

(Any five.)

1. Explain the meaning of concentration as an educational conception.

2. In teaching United States History

for example, what would the principle of concentration require?

3. In teaching all the common school branches throughout the eight grades, what would the principle of concentration require?

4. May the principle of concentration be extended to include the home life and other experiences of the pupil outside the school?

If you answer affirmatively, show what you mean.

5. What is meant by organizing one's knowledge of a subject—having an organic knowledge of Arithmetic, for example?

6. When we speak of the organizing principle of a subject, what is meant?

7. How is the principle of organization or concentration violated frequently in Geography work, for example?

8. Describe the Herbartian theory of culture epochs.

ANSWERS.

1. There are two ideas of concentration. One makes it an educational process seemingly entirely determined by the nature of studies themselves and their relations. The other makes it a process determined by the nature of the child. It seems to us that all studies must be chosen by the child's nature, which will also aid in establishing relation between the studies chosen. Of course the child's education will be measured by the amount of relation he establishes in the phenomena studied. See Prof. Charman's article on Concentration in *The Educator*, Vol. 1, p. 231.

2. In teaching United States History the principle of concentration would require that the nature of the child be considered. The triple nature of the child demands development along the lines of science, aesthetics and ethics; history belongs to the last line; if the idea that the child is an epitome of the race is to be carried out the earliest history will be taught first and United States History will come last.

3. That they should be so arranged as to develop the full round of mental life.

4. Certainly. Isolation is stagnation. The education of the child must build his character. To this end home and school and all experiences must cooperate.

5. It is to get the principle that differentiates arithmetic from all other subjects and to think all its processes in the light of that principle. Any knowledge of a subject other than organic knowledge is so much mental ballast.

6. We mean that characteristic which distinguishes it from all other subjects.

7. By a failing to give it a distinct place in the realm of science; by failing to grasp its organizing principle.

8. The idea is that the child is an epitome of the history of the race. From the earliest history to the present time there have been stages or epochs in our growth. "The culture epochs are those representative periods in history which are supposed to embody the elements of culture suited to train the young upon in their successive periods of growth." The following from Ziller quoted in Lange's Apperception states the idea: "The mental development of the child corresponds in general to the chief phases in the development of his people or of mankind. The mind-development of the child therefore cannot be better furthered than when he receives his mental nourishment from the general development of culture as it is laid down in literature and history. Every pupil should accordingly pass successively through each of the chief epochs of the general mental development of mankind suitable to his stage of advancement."

HISTORY.

(Select No. 7 and any other four.)

1. "History is the life development of a people." Discuss this definition of history.

2. Should history "be viewed as something wholly past and completed," or "as a process now going on in every community, every nation, and in the race as a whole?" Explain fully.

3. Give three reasons why we should study biography in primary history.

4. Write the history of slavery, as it existed in the United States, using not more than 200 words.

5. Describe the manner of electing a President of the United States. How old must a man be to be eligible to the Presidency?

6. Give a brief summary of the history of this country from Washington to Buchanan.

7. Discuss the fourth year history work in the State Course of Study.

ANSWERS.

1. From generation to generation and age to age, any people, as for example the American people, develop in their ideas, laws, institutions, manners, etc. At one time they persecute for religious opinion, and afterwards tolerate all religious opinion; at one time they hold human slavery and at a

subsequent time they abolish slavery; at one time they imprison for debt, afterwards they cease doing this. Now, this change or development in thought, feeling and action of a people is their real history.

2. In the main it should be viewed as the latter, when the teacher is using history as a means of impressing children with the practical duties which devolve upon them as workers in, and advancers of the historic stream. The main object of the study of the history of the past is to learn to understand and to intelligently participate in the history of the present.

3. (a) Biography is suited to the stage of development which the child has attained.

(b) It is of greater interest.

(c) Because it is objective and easily taken hold of, it furnishes excellent material for enriching the character of children.

4. Slavery began in the American English colonies in 1619, and continued till the close of the civil war—a period of more than two and one-half centuries. Both the colonies and the English Government are to blame for its being introduced and fostered. Through the seventeenth century it grew quite slowly; in the eighteenth more rapidly; and in the nineteenth, it grew very rapidly in the Southern States and practically disappeared from the Northern. It caused great discussion in the convention which formed the Constitution of the United States. It caused immense discussion in 1820, 1850, 1854, when it was making its way by Congressional enactment toward the West. It caused the Dred Scott decision which so aggravated the North. It caused the war of the rebellion in '61-'65. The American slave was not educated, he didn't vote, he could not marry legally, he, of course, could not gain private property. He was frequently treated kindly by his master, but especially on large plantations was brutally treated. Slavery in America stimulated some of the highest literary productions of men like Whittier, Phillips, Parker, Webster, Lowell.

5. (a) Electors are chosen in the November election throughout the States by the people. These electors meet each set at the State Capital of its State and vote for President. They seal their votes and send them to Washington City. They are counted in March following the election. A majority of the electoral votes elects the President. If no one receives a majority the House of Representatives chooses a President.

(b) Thirty-five years.

6. For twelve years the National Government was in the hands of the Federalists. In the main from 1801 to Buchanan in the hands of the anti-Federalists or Democrats; the Federal courts excepted.

The governing principle upon which parties have been formed is the relative powers of the general and local government. The Federal—Whig—Republican party wishing to exercise much power, the Anti-Federal—Democratic—party wishing the local government to exercise much power.

In this time, education, industry, invention, religious toleration, literature, and the sentiment of humanity for the poor and oppressed grew greatly.

7. The fourth year history work in the State Course of Study contemplates, (a) the teaching of the essentials of the several institutions of society as exemplified in the institutions which immediately surround the children. For example, the family, school, township, county, farming, manufacturing, and various forms of business life which they meet with in their immediate neighborhoods, particular emphasis being placed upon the various forms of government. As for example, the executive, legislative and judicial officers in the township, county, school district and State. (b) The study of the lives of important persons who have influenced the history throughout the seventeenth, eighteenth and nineteenth centuries in America; as Columbus, Roger Williams, William Penn, Franklin, Washington, Jackson, Lincoln and Grant.

GEOGRAPHY.

(Select No. 7 and any other five.)

1. What is geography?

2. Why should the teacher make a special preparation of every lesson in geography? How should the social conditions of the pupils influence the character of that preparation?

3. What relation do the manufacturing interests of such States as New York and Pennsylvania bear to the foreign commerce of the country?

4. To what extent is the rapid growth and prosperity of California due to its system of navigation?

5. Why is Alaska so valuable to the United States? What is its form of government?

6. Geographically speaking, why should Great Britain be so anxious to extend the western boundary of British Guiana as to include the mouth of the Orinoco?

7. Discuss the geography work as outlined in the State Course of Study.

ANSWERS.

1. Geography is the science of the earth as a mature living organism.

2. The teacher should make special preparation in geography, in order that he may grasp all the ideas embodied in the work, and present them succinctly and in logical sequence. The second part of the question is ambiguous. The average class will contain pupils of every degree of social condition, and the work should be arranged so as to bring those whose social condition is inferior, as nearly on a plane with the rest as possible.

3. The manufacturing interests of these States center in domestic rather than in foreign commerce, as the manufactured products of these States are a comparatively unimportant part of our foreign commerce. The great quantities and varieties of products from these States very materially lessen the foreign commerce.

4. California has no special system of navigation. The establishment of trans-Pacific steamboat lines has diverted a certain amount of commerce from old channels and has brought it into the United States by the Western gateway. No doubt this has produced considerable effect on the existing conditions in the State.

5. The fur seal, and the salmon fisheries make Alaska quite valuable to the United States. The timber and minerals are also of much value, though not yet much worked. The leasing of the fisheries has been a source of much revenue to the United States Government. It is controlled by Congress. The Governor is appointed by the President.

6. "Geographically speaking," any country would desire to control the mouth of one of the great water ways of the world, as thereby she could control the commerce of the remote interior.

7. The first two years as outlined by the course present to the child the subject as a whole in a vague way; the fourth and fifth are devoted to an analysis of it; and the sixth and seventh are devoted to an organization of it. The facts of the earth that the child may observe and imagine are placed before him in the second and third years, the main purpose being to cultivate his powers of observation and create a love for the subject. It is the idea in the next two years to have the pupil draw conclusions based upon his

experience, to have him see that heat and its distribution is the determining factor of all the phases of the subject. In the last two years the work of the previous years is repeated and enlarged upon, the end being to relate the entire subject to man. The earth as a living thing—as going through a series of changes to reach an end is not emphasized, if at all touched upon.—*The Inland Educator.*

A recitation is like a base ball game; the teacher is the pitcher, the pupil at the board is the batter, the other members of the class are the fielders. No one must be caught napping. If any one is inactive, sleepy, if he fumbles the ball, the club drops him out. He can't play. That is not the club for him. He belongs to another class. But a ball player cannot play all day. He must have periods of rest. So a student cannot recite continuously. A recitation ought to be as intense as a ball game, and the minutes spent in recitation ought not to exceed in number those employed in playing a game of ball. No student can recite all the day. He must have periods of rest. He must relax, in order that he may recuperate his energies for the next game (recitation). He must take time and make some effort to get himself into good "form" for playing. He must practice. He must prepare his lesson if he means to profit by the recitation.—*Normal Exponent.*

SHE CONSIDERED THE LILY.

At a Teachers' Convention, in Detroit, lately, a lady speaking about the influence of beautiful objects upon the character and conduct of young pupils, told a pretty story received by her from an eye-witness, and thus reported by the News-Tribune. The occurrence took place in New York.

"Into a school made up chiefly of children from the slums, the teacher one day carried a beautiful calla lily. Of course the children gathered about the pure, waxy blossom in great delight.

"One of them was a little girl, a waif of the streets, who had no care bestowed upon her, as was evinced by the dirty, ragged condition she was always in. Not only was her clothing dreadfully soiled, but her face and hands seemed totally unacquainted with soap and water.

"As the little one drew near the lovely flower, she suddenly turned and ran

away down the stairs and out of the building. In a few minutes she returned with her hands washed perfectly clean, and pushed her way up to the flower, where she stood and admired it with intense satisfaction.

"It would seem," continued Miss Coffin, "that when the child saw the lily in its white purity, she suddenly realized that she was not fit to come into its atmosphere, and the little thing fled away to make herself suitable for such companionship. Did not this have an elevating, refining effect on the child? Let us gather all the beauty we can into the school room."—*Youth's Companion.*

THAT FISH.

BY H. C. L.

There was a fish both great and strong,
Whose head was eighteen inches long;
Whose body, measured without fail,
Is all his head and half his tail;
And if his tail should measure be,
Is half his head and whole body.
Now, you who pride yourself in art,
Show me his length in every part.

SOLUTION.

The head eighteen, now, without fail;
The trunk eighteen, plus half the tail;
The tail nine, eighteen, half itself
Make up the parts of this droll elf.

Tail twenty-seven times just two
Is fifty-four, I think, don't you?
Trunk twenty-seven plus eighteen
Is forty-five, as may be seen.

Now sum them up, tail fifty-four,
The head gives eighteen inches more,
The body forty-five. In fine,
This monster fish is nine feet, nine.

There is more Catarrh in this section of the country than all other diseases put together, and until the last few years was supposed to be incurable. For a great many years doctors pronounced it a local disease, and prescribed local remedies, and by constantly failing to cure with local treatment, pronounced it incurable. Science has proven catarrh to be a constitutional disease, and therefore requires constitutional treatment. Hall's Catarrh Cure, manufactured by F. J. Cheney & Co., Toledo, Ohio, is the only constitutional cure on the market. It is taken internally in doses from 10 drops to a teaspoonful. It acts directly on the blood and mucous surfaces of the system. They offer one hundred dollars for any case it fails to cure. Send for circulars and testimonials. Address

F. J. CHENEY & CO., Toledo, O.
Sold by druggists, 75c.



ABOUT READING.

"If a teacher would form correct reading habits in his pupils he must first become a reader himself." Fellow teacher, are you a reader? Yes, of course, you read the daily paper, waste time over it perhaps. Same with the weekly paper; but are you a reader? Have you any definite aim in view or are you just following the hit and miss method (mostly miss)?

Some things you ought to read for your own growth and development.

There are other things you must read if you are ever going to be a real, live, sympathetic lover of children—a true boy leader. We have, this summer, met teachers, yes, teachers, who have been teaching five, seven, even ten, years, who have not yet read "Black Beauty," who think "Beautiful Joe" is some noble young man possessed of more than his share of good looks and who know nothing about the "Seven Little Sisters." If you would guide the boys and girls in the selection of good books you must know the contents of the many good books that will interest them.

* * *

The Pupils' Reading Circle, are you doing anything to form one in your school? You say your children do not read anything but the text books?

Are you sure of that?

How do you know?

Suppose we find out as near as possible.

Have the whole school, some evening, put away their books about ten minutes earlier than usual and then pass each pupil a slip of paper, and after he has written his name have him answer these questions:

1. What book or books have you read?

2. If you have read any books, which did you like best?

3. What papers do you read?

4. What magazines do you read?

5. Do you know of any book that you would like to read?

Give plenty of time to answer these and then take up the papers, classify the answers carefully and form your resolutions as to what is your duty in regard to those children. Do not stop

at resolutions, go on to action and do your duty. Provide good, wholesome, interesting reading matter for those children, even if you have to get up an evening's entertainment, an ice cream festival or an oyster supper to raise the needed funds.

* * *

But now a word about your own growth and improvement. You should carry on a systematic course of reading for your own good all the time. Water when running is clear and sparkling and bright; when it stands still it is repulsive, rotten, diseased and disease-bearing. So with the mind. The teacher who reads is growing; he is a good teacher because he can inspire others. Of course you are capable of outlining a course of reading for yourself, but then you are not very sure that you will do so, hence we urge you to join "The Reading Circle" in your State, get other teachers to join also, form a local circle, meet together, read, talk, study and think. There are other good courses of reading. The Chautauqua Course is one of the best. Many teachers think that if they join the Chautauqua Circle they will be compelled to spend a month every year at Chautauqua Lake, New York. This is a mistake. You can read the entire course of the C. L. S. C. and remain at home.

If you do not know what C. L. S. C. means and desire to know more about the Chautauqua Course of reading, write to Flood and Vincent, Meadville, Pa., for full particulars.

* * *

All this, of course, means work, hard, patient study, but truth and knowledge exist only for the active toiler, never for the careless looker-on.

"The heights of great men reached and kept,

Were not attained by sudden flight,
But they, while their companions slept,
Were toiling upward in the night."

Teachers, a great work is yours. Though many of your pupils should fail in giving a correct definition for a complex interrogative sentence, or in solving all the problems in stocks and bonds, yet if you create in them a love for good reading, if you leave them having a strong desire to know more of the masterpieces of literature, your work will not have been a failure and in the end many will rise and "call you blessed."

J. G. R.

METHODS.

Dear Teacher, we hope you are studying "methods" these days, but we also hope you are doing some thinking for yourself—selecting, changing and adapting, instead of swallowing.

"Methods" are like oranges and watermelons; you would better sip the substance and throw the rind away, than to gulp down rind, pulp, seeds and all.

Swallowing a deal of rind in order to get a bit of melon sometimes gives one a very melon-colic feeling; and gulping down green methods, without salt or seasoning, is apt to produce pedagogical indigestion. — Southern School.

FLAG DAYS.

Positive lessons in connection with the flag should be introduced into every school. The National flag should be raised on school buildings on all National or State holidays and on anniversaries of memorable events in our country's history. And on such days, when the schools are in session, the pupils should receive appropriate instruction relative to the person or events commemorated.

The following are recommended for stated flag days:

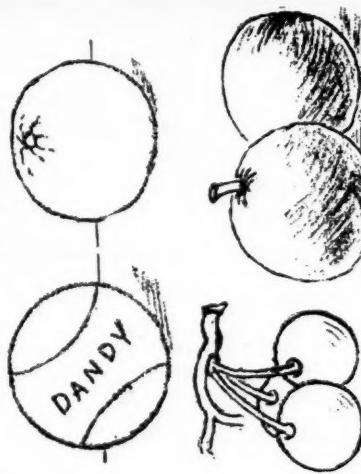
- September 10.—Perry's Victory.
- September 17.—Antietam.
- September 22.—Emancipation Proclamation.
- October 12.—Columbus discovered America.
- October 19.—Cornwallis' Surrender.
- November 14.—Sherman's March to the Sea.
- November 19.—Garfield Born.
- December 8.—Birth of Eli Whitney.
- December 16.—Boston Tea Party.
- December 22.—Forefather's Day.
- January 1.—American Flag first used by Washington.
- January 6.—Charles Sumner Born.
- January 8.—Battle of New Orleans.
- January 18.—Daniel Webster Born.
- February 12.—Abraham Lincoln Born.
- April 2.—1743, Thomas Jefferson Born.
- April 6.—Battle of Shiloh.
- April 9.—1865, Lee surrendered to Grant at Appomattox.
- April 19.—Battle of Lexington.
- April 27.—1822 U. S. Grant Born.
- April 30.—1789, Inauguration of Washington.
- May 14.—Founding of Jamestown.
- Timothy Dwight Born, 1752.
- May 29.—Patrick Henry Born, 1736.
- May 30.—Decoration Day.
- June 14.—American Flag Adopted.
- June 17.—Battle of Bunker Hill.

PRACTICAL DRAWING.

BY W. T. PARKS, DENVER, COLO.

There are few subjects taught in our schools of more utility than form study and drawing. To all, whatever their calling, a knowledge of drawing is most helpful, and any one who will try, can learn to draw reasonably well. The opinion, once quite prevalent, that only a few favored ones can learn to draw, is absolutely false; it requires no more ability to learn to draw than is necessary to learn geography, arithmetic or spelling.

All drawings presented in these lessons, will be rapid freehand pencil work, drawn from objects; and are not intended to be copied, but are given simply to illustrate our method. We shall present the sphere first because it is the simplest of all solids, its outline being a circle. The first thing a teacher should do in giving a lesson in draw-



Supposing the lesson to be on round objects similar to the sphere, and the pupils have given the object some study; the teacher might hold it up and ask the pupils to draw a line to represent its outline; or tell them to imagine a fly walking around it, and ask the shape of its path, or in what direction it travels. Some will say "round and round," others, "in a circle." Then tell them to make a line the shape of the fly's path.

The pupils should be given considerable practice in making circles. Have them go round and round a dozen or more times in same place as nearly as possible; and repeat every few days several times until they can make fair circles. In drawing, the pencil should be held something like the pen-holder, only the ends of the fingers should be at least one and a half inches from the pencil point, and the hand be turned over more to the right; so that it will rest slightly on the side instead of on the finger-nails, as in writing. The arm should rest lightly upon the paper or be kept slightly suspended so as to insure freedom of motion; the chief rest being the side of the hand which should move as the pencil does.

After the pupils have had a little practice making circles, have them modify them by adding such features as are necessary to represent balls, oranges, apples, pumpkins, tops, etc. The changes necessary are very slight, as will be seen by examining the accompanying illustrations. There is no lack of material, as there are scores of common objects that are spherical.

At first, especially, if the pupils are small, the teacher should draw the object rapidly on the board; then erase

and let the pupils draw from memory. Always select for the first lessons the simplest objects of a type, or kind. The success of the work in drawing, as in other subjects, depends very largely upon the interest of the teacher; he must not only be full of the subject, but must lead the way enthusiasti-

SCHOLARSHIPS AT PRATT INSTITUTE.

The award of Prang scholarships at Pratt Institute has been made. The fortunate students are as follows:

Miss Clara M. Babcock, Ionia, Mich., supervisor of drawing.

Miss Adeline Mills, Chicago, Ill., former supervisor of drawing, Marinette, Wis.

Miss Annie W. Patten, Manchester, N. H., grade teacher.

Miss Abbie Reed, Utica, N. Y., supervisor of drawing.

Miss Eliza B. Richardson, Boston, Mass., normal instructor in drawing.

Miss Edith W. Taylor, West Bay City, Mich., supervisor of drawing.

Mrs. Alice E. Woolley, Watertown, N. Y., supervisor of drawing.

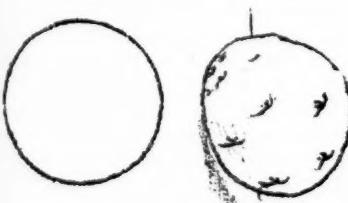
Mr. E. Newton Reser, Lafayette, Ind., supervisor of drawing.

Mr. Max Seifert, Dayton, O., former supervisor of drawing.

These scholarships are awarded each year to the graduates of the Prang normal art classes, whose work ranks sufficiently high to deserve them. The number is limited to ten. They entitle the holder to one year's free tuition at Pratt Institute, including admission to any of the day or evening classes of the art department and also to \$100 in money.

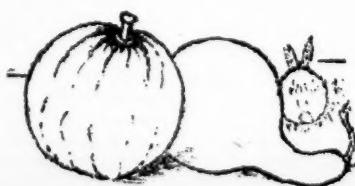
The Prang Normal art classes are intended especially to give practical help to grade teachers in their work in drawing and are also an excellent preparation for more advanced art study.

W. T. Harris, the Commissioner of Education, in his fifth annual report, shows that about a quarter of the entire population, an aggregate of 15,000,000, is enrolled in schools and colleges. There are 235,000 school houses, valued at nearly \$400,000,000; 260,000 female teachers were employed, as against 122,000 male teachers; school expenditures during the year amounted to \$163,000,000. Theological schools seem to be more heavily endowed than any other class of institutions.



ing is to create an interest. This can be done in various ways; the teacher may tell a short story about the object, before it is shown the class—as to what it can do, etc.—or may place it before the class in different positions, and let them study it for a minute or two; the teacher asking such questions as will lead to a knowledge of its form.

The teacher must bear in mind that there are two conditions necessary for good drawing—correct seeing and good execution; also that if the former is good, the latter will not be far wrong after a little practice. (This applies to the teacher as well as to the pupils.) The teacher need not say he can't draw; I know he can, and if he will try diligently for a few weeks, he will know it; if he don't draw well it is simply because he has not tried sufficiently.





THE OLD STRAW HAT.

Mrs. S. J. Marston, Lincoln, Ill.

My old straw hat! Who has not one?
My summer friend, through shade and sun;

Companion of my daily walks,
Assenting to my lonely talks
By nod, and bow, and mute caress
Of cheek and chin and brow and tress.
Ofttimes a pillow for my head,
A basket, or a fan, instead—
A nest for birds, or eggs, or cats—
The handiest of old straw hats.

A rough black straw, with soft full crown
Of satin, and a brim drooped down
With silken strings, to tie, to swing,
Or form a bail to fetch; or bring
Its sheltering sides close to my cheek,
When zephyrs change to winds more bleak.

My old straw hat, through sun and shade,
Has been my friend a whole decade,
Wearing no plumes, except a quill
A wild fowl flung us from his bill;
Bearing no flowers but those inside,
When strings for basket bail were tied;
Needling no dress, for what could vie
With its silken scarf of blackest dye?

Full many friends, 'tis plain to see,
Doubt which they know, my hat or me.
And some, with ready wit, declare
We are at best a seedy pair;
And threaten with a bonfire blaze
The hat that has seen better days.
Thus, through a whole decade of weather,
We have grown old and limp together.

THE GOLDEN FLOWER.

OLIVER WENDELL HOLMES.

When Advent dawns with lessening days,
While earth awaits the angels' hymn;
When bare as branching coral sways
In whistling wind each leafless limb;
When Spring is but a spendthrift's dream,

And Summer's wealth a wasted dower,

Nor dews nor sunshine may redeem—
The Autumn coins his Golden Flower.

Soft was the violet's vernal hue,
Fresh was the rose's morning red,
Full orb'd the stately dahlia grew,—
All gone! their short-lived splendors shed.

The shadows, lengthening, stretch at noon;

The fields are stripped, the groves are dumb;

The frost flowers greet the icy moon,—
Then blooms the bright chrysanthemum.

The stiffening turf is white with snow,
Yet still its radiant discs are seen
Where soon the hallowed morn will show

The wreath and cross of Christmas green;

As if in Autumn's dying days
Is heard the heavenly song afar
And opened all its glowing rays,
The herald lamp of Bethlehem's star.

Orphan of Summer, kindly sent
To cheer the fading year's decline,
In all that pitying Heaven has lent
No fairer pledge of hope than thine.
Yes! June lies hid beneath the snow,

And Winter's unborn heir shall claim
For every seed that sleeps below,
A spark that kindles into flame.

Thy smile the scowl of Winter craves,
Last of the bright-robed, flowery train,

Soft sighing o'er the garden graves,
"Farewell! farewell! we meet again!"
So may Life's chill of Autumn bring
Hope's Golden Flowers the last of all,

Before we hear the angels sing
Where blossoms never fade and fall!

FULL LIFE.

He lives the most whose eyes perceive
The beauty hid in every zone,
Whose faith can pierce all distances,
And make the things unseen his own.

He lives the most whose senses keen
Have felt the pang of every woe,
Who knows by sad experiences
The tests which mortals undergo.

He lives the most whose soul responds
To all that's good, to every need,
Whose willing hands and tireless feet
Are swift to do each Christlike deed.

He lives the most whose heart of love
Overflows its banks on every side,
Who like his Master gives himself,

WHISTLING TO SOME PURPOSE.

He is not a boy in a book; he lives in our house. He seldom says anything remarkable. He eats oatmeal in large quantities and tears his trousers and goes through the toes of his boots and loses his cap and slams the doors and chases the cat, just like any other boy. But he is remarkable, for he asks few questions and does much individual thinking.

If he does not understand, he whistles—an excellent habit on most occasions, but at the table or in church it is liable to be misinterpreted.

There was much whistling in our yard one summer. It seemed to be an all summer's performance. Near the end of the season, however, our boy announced the height of our tall maple to be 38 feet.

"Why, how do you know?" was the general question.

"Measured," sententiously.

"How?"

"Footrule and yardstick."

"You didn't climb that tall tree?" his mother asked, anxiously.

"No'm; I just found the length of the shadow, and measured that."

"But the length of the shadow changes."

"Yes'm; but twice a day the shadows are just as long as things themselves. I've been trying it all summer. I drove a stick into the ground, and when the shadow was just as long as the stick I knew that the shadow of the tree would be just as long as the tree, and that's 33 feet."

"So that is what you have been whistling about all summer."

"Did I whistle?" asked Tom.—Bright Jewels.

The Great St. Louis Exposition.

Will open this year on September 9 and continue until October 24. The management are preparing many new attractions, and we can safely say that this year it will be better than ever. The railroads will make very low rates, and teachers and the older pupils should make a special effort to attend. Gilmore's famous band will give three concerts daily during the first three weeks and T. N. Innes' band will give entertainments during the last three weeks.

Teachers, your credit is good at Famous. Please remember that when you come down town to do your shopping. Special discount to teachers in the public schools.

SINGING, SO CHEERFULLY SINGING.

71

R. B. MAHAFFEY.

J. H. KISSINGER.

1. Sing - ing, so cheer - ful - ly sing - ing, Songs of sweet mel - o - dy flow; Danc - ing so light - ly and
 2. Bright as the morn - ing of spring-time, Fac - es are beam-ing to - night; Mu - sic hath charms to a -
 3. Joy comes in hap - py com - mun - ion, Glad - ly we wel - come the day: Sing and think not of to -

gai - ly, Chas-ing a - way ev 'ry woe; Feel - ings of kin - dred re - la - tions, Touch ev 'ry heart as we
 wak - en, All of our joy and de - light; Dear to the heart of the wea - ry, Sounds that in - spire and in -
 mor - row, Driv-ing our sor - rows a - way; Fling to the wind ev - ry sad - ness, Let not our hearts be dis -

sing; Joy - ful - ly, grate - ful - ly ev - er, Strains of sweet har - mo - ny bring.
 still; Thoughts that are pleas - ing and love - ly, Pure as the draughts from the mill.
 mayed; Brave - ly go for - ward and on - ward, Val - or in glad - ness ar - rayed.

From "Golden Glee," price, 35 cents. Used by permission of the publisher, A. Flanagan, Chicago. Copyright, 1895

THOUGHT QUESTIONS.

I. TEST QUESTIONS IN CIVIL GOVERNMENT.

1. Why is our Government called a Federal Government?
2. Which department of Congress represents the States?
3. What is the object of having two "houses" instead of one?
4. How does the process of choosing a Senator differ from the process of choosing a Representative?
5. What connection has the Vice-President of the United States with Congress? When may he vote?
6. How often must Congress meet?
7. In what way may bills passed by Congress fail to become laws?
8. Distinguish between import duties and excises.
9. Upon what day in what month does the Presidential election take place?

10. Compare the necessary qualifications for President and Vice-President.

II. UNITED STATES MEMORY MAP QUESTIONS.

1. There are two States and one territory directly north of New Mexico; name them.
2. Name the three States directly west of Colorado.
3. A straight line drawn from Chicago to San Francisco will pass through what States?
4. A straight line drawn from New York City to Topeka will pass through what States?
5. What eight States bound Missouri?
6. There are four States bordering on Lake Michigan; name them.
7. What three States lie directly south of Tennessee?
8. A traveler could go, entirely by land, from the Atlantic to the Pacific,

and pass through only seven States and territories; describe the route.

9. Which is farther north: Nebraska or New York? Oregon or Pennsylvania?

10. Which is the longer distance, from Boston to St. Louis, or from St. Louis to San Francisco?—Normal Instructor.

Teachers in the public schools, vacation days are over, and hard work begins once more in earnest. Probably lots of things you need. Please remember that your credit is good at Famous, corner Broadway and Morgan. No matter in which one of our many departments you may purchase, you are entitled to a special discount, and if you wish we will open an account with you. See daily papers for big bargains at Famous, corner Broadway and Morgan.



PRIMARY NATURE STUDY.

Synopsis of a lesson on the hen, given by an excellent teacher at a county institute:

In dealing with small children it has been noticed that they are always more deeply interested in actions, in what something does, than in the thing itself. Therefore I would begin by asking questions that will bring out the actions. Very great care should be observed in preparing questions. They should be good, strong, thought producing.

1. What does the hen eat? Grain, etc.
2. Where does it get the grain?
3. How does it get it?
4. Is the bill well fitted for picking up grain? Sharp, curved, hard, etc.
5. What else does the hen eat? Worms.
6. How does it get the worms? By digging, scratching, etc.
7. How many toes are used in digging?
8. How does the hen scratch?
9. Does it use both feet, first one and then the other?
10. Does it scratch twice with the right foot and then twice with the left, or how? Better watch the hen and find out.
11. What else does it eat? Berries, tomatoes, etc.
12. What part of the tomato do they eat?
13. Do they ever eat the juice?
14. What else does the hen eat? Pebbles, stone, lime, etc.
15. Why do they eat pebbles?
16. Does the hen chew her food? Tell about how it is ground.
18. Food in the crop is moist. Where does the hen get this moisture?
19. How does the hen know where to find the food? See, hear, etc.
20. Where are the eyes located? What color are they? Are all chickens' eyes the same color?
21. Can the hen see behind without turning?
22. Can she see a hawk flying above her?

23. How do you know the hen can smell? She will go away from a strong smelling bug.

24. Where are the ears? Is the hearing very acute?

25. How does the hen travel to get food? Walk, run, etc.

26. How many toes are used in walking? Examine track in mud or dust.

27. Does it ever use four toes in walking?

28. How are the toes held together?

29. Where is the chicken's heel?

30. How are the toes and heels covered? Why is this?

31. Has it any other way of travel? Fly.

32. Does it like to fly?

33. Will it fly over a fence or go through a hole?

35. Does it make much noise with its wing when flying?

36. Does it fly over the fence or does it stop on the fence?

37. How does it fly?

This is a pretty hard question. Have some child lift himself by pressing down on the desks. Show how the bird presses down on air. Examine the feathers. Examine the wing. Notice the hooks and barbs on the feathers. Notice how the feathers are braced.

38. Are wing feathers shorter on upper or under side?

39. Look at the fleshy part of the wing. Skin, bone, muscle, etc. Compare to arm and hand.

40. Does the chicken eat most all the time?

41. Do they rest? How? Stand, sit or lie?

42. What time of day do they rest?

43. Do they get up early?

44. Do they go to bed early?

At this point the bell rang and the instructor remarked we would have chicken again to-morrow. This is only a beginning, but it is enough to indicate the manner of presenting the lesson and any teacher who will carefully prepare beforehand can go on and make a complete study of the hen, using this as a type of all birds.

Do not tell the children, but get them to investigate and find out for themselves. You can make this so interesting that the entire district will become aroused and will begin to observe the ways of the hen.

J. G. R.

Half-rate, time extended to Nov. 1st, '96. See page 32.

PLAN FOR THE STUDY OF GERMINATION FOR THREE WEEKS.

THOUGHTS TO BE KEPT IN MIND.

Germination is the sprouting of the plant from the seed. When the seed is planted, it absorbs moisture from the soil and the seed-leaves swell. The embryo or germ seems to stretch itself, e. g., its root-end bursts through the coats of the seed. The two small leaves of the embryo grow larger, throw off the outer coat, and then separate, and now the seedling plantlet stands revealed.

Outline of study:

A. Study bean-seed as a whole.

a.—1. Recognition.

2. Place of growth.

On what it grew. (vine)

In what it grew. (pod)

Where plant grew.

b.—1. Size. (comparative)

2. Shape. (make drawings)

3. Color. (generally white)

4. Use to man and other animals.

B. Study bean-seed as to parts.

a.—Outer-coat or skin.

1. Uses to the seed.

2. Color.

3. Toughness, smoothness and transparency.

b.—Scar.

1. On what part of seed is it found?

2. What may we call it? (We may call it the little bean's overcoat button)

3. Cause.

4. Purpose.

c.—Seed-leaves or cotyledons.

1. Number. (two)

2. Color. (white)

3. Likeness of two parts in shape and size.

4. Shape of each part.

5. Uses:

a. To protect the little plant from cold.

b. To prevent the little plant from being harmed by insects or otherwise.

c. To serve as food for the little plant until it is able to obtain its food from the soil.

d. Little plant or embryo. (Have children notice its size and color, but do not try to study the parts of the embryo as the parts cannot be seen distinctly yet).

C.—Study soaked beans. (Have children notice the differences between the beans after they have been

soaked and before they were soaked.

- a.—The soaked beans are larger.
- b.—The little baby-bean plant is larger.
- c.—Study carefully the little plant or embryo.

1.—Parts:

- a.—Head, leaves.
- 1.—Number. (two)
- 2.—size and shape.
- 3.—Color. (white)
- b.—Stemlet or radicle.
- 1.—Number. (one)
- 2.—Shape.

D. Study sprouted beans. Notice the changes in the parts of the seed. The little stem has lengthened, and one end points into the soil, the other end of the stem has turned upward and brought the seed-leaves out of the ground, the seed-leaves have partially separated.

E. Study bean plants having two leaves and the seed leaves. Notice the changes in the parts in regard to size and color. What causes the seed-leaves to become smaller?

F. Teach children the things that are necessary for the bean plant to grow. (Light, warmth, moisture and food.)

G. Tell children the story of the bean and the stone.

Study the pea in the same way, noticing the resemblances and the differences between the two. The seed-leaves of the pea remain in the ground while those of the bean come above the ground.

Study the corn in a similar way. The corn has but one seed-leaf and this is wrapped around the plumule. When the corn is germinating the meal or albumen is slowly changed to sugar; also the plumule is still rolled together after the corn has sprouted.

"Quercus Alba" as found in "Stories Mother Nature Told."

For form and industrial work the children may draw pictures of the seeds in different stages of development. It would be well to have these drawings kept in little books. For very small children the teacher may draw the plant on cards, have them perforated and then sewn with silk thread in natural colors.—Emily Glatz, in South Dakota Educator.

It is the outgoings of a wholesome and vigorous personality that more than anything else constitute an educating agency and arouse into actualities the potentialities in another life.

—C. L. Williams.

HOW WE CHOOSE A PRESIDENT.

The following outline appeared in this journal in March, 1895, and is republished by special request at this time. Schools will be very much interested in the elections, and now is the best time to give them a clear, comprehensive view of the plan by which a plain American citizen is elevated to the highest office in the gift of the people:

PRELIMINARY STEPS.

1. The chairman of the National Executive Committee calls a meeting, usually in Washington, D. C.

2. This meeting decides time and place of holding the National Nominating Convention, and issues a call to the various State Executive Committees.

3. The State Executive Committee meets and decides time and place of holding the State Convention, and issues a call to the County Executive Committee.

4. The County Committee meets and decides when and where they will hold a County Convention, and issues a call to the chairman or committeeman of each township.

5. The township committeeman puts up notices and calls the primary.

CONVENTIONS.

1. The primary. (a) Makes nominations for township and municipal offices. (b) Elects delegates to the County Convention.

This, to the people, is the most important of all the conventions, and should be attended by every voter.

2. County Convention. (a) Selects candidates for county officers. (b) Elects delegates to the State Convention.

3. State Convention. (a) Elects four delegates at large to National Convention. (b) Members from each Congressional district select two delegates to National Convention. (c) Nominates candidates for State officers. (d) Nominates Presidential Electors equal to the number of Representatives and Senators combined.

4. National Convention. (a) Nominates President and Vice-President. (b) Adopts a platform which shows the party's policy.

ELECTIONS.

(a) Of Electors. 1. People vote for electors on general ticket. 2. Time of election—first Tuesday after first Monday in November. 3. Number—equal to whole number of Senators

and Representatives.

(b) Of President and Vice-President.

1. Place—State Capitals. 2. Time—Second Monday in January. 3. Vote—By ballot for President and Vice-President. 4. Reports. 1. One by special messenger to the President of the Senate. 2. One by mail to the President of the Senate. 3. One delivered to the judge of district where electors meet. 4. Vote counted by Congress second Wednesday in February.

(c) By the House. 1. When? 2. Manner.

QUESTIONS ON ABOVE.

1. How many Presidential Electors has your State?

2. Under what conditions does the House of Representatives elect a President?

3. What are the President's qualifications? Salary? Term of office?

4. Do Presidential Electors receive any pay?

5. The election of a President really occurs in January. Explain how this is so.

6. How many candidates for President are there this year?

7. Will women be allowed to vote for Presidential Electors in any State this year?

8. How can a man vote who cannot read?

9. How is the President notified of his election?

10. Does a majority of the popular vote always elect a President?

J. G. R.

Did you ever try keeping your ink in your pocket until it is needed? I have. Some time ago I received a little bottle of ink tablets from the Barbour Tablet Ink Co. of Evansville, Ind., and not needing the ink at once, it was very handy to carry it in the vest pocket until it was needed.

These tablets make the very finest kind of black ink, that is black from the word go—does not corrode the pen and is not injured by freezing. It is just the thing for schools.

Famous, corner Broadway and Morgan, offers special inducements to teachers in the public schools to do their trading here. In the first place we give you a special discount on all purchases and would be pleased to open an account with you if you wish. Fall stocks are all in now, and it is with pardonable pride that we ask you to call and inspect them.

THOSE BOND QUESTIONS.

A County Superintendent recently stated that very many applicants for teacher's certificates failed to solve problems in U. S. bonds. We have examined many arithmetics and find very few that give any adequate illustration of the subject. The following by J. K. Elwood, in the "New York School Journal," is very practical and shows some causes of the difficulty in treating these bond questions. He says:

Almost every arithmetic in use contains problems like this: "How much must I pay for New York 6's so that I may realize an income of 9 per cent on the investment?" The solution given is, $\$6 \div .09 = \$66\frac{2}{3}$. That is, the price is $66\frac{2}{3}$ per cent of the par value. This can be regarded as correct only by assuming that the bonds will be sold or redeemed at the same price, $66\frac{2}{3}$. But such a thing does not occur once in a hundred cases; if it does it is by mere accident. When bonds mature they are worth and are redeemed at their face value unless the government issuing them has become bankrupt. Suppose I buy a New York 6 at $66\frac{2}{3}$, and that it will mature in one year. At the end of the year I collect $\$6$ (interest) + $\$100$ (face), or $\$106$. My profit is $\$106 - \$66\frac{2}{3}$, or $\$39\frac{1}{3}$, which is 59 per cent of my investment. If the bond had five years to run my receipts would be $\$30$ (interest) + $\$100$ (face), or $\$130$. My gain would be $\$130 - \$66\frac{2}{3}$, or $\$63\frac{1}{3}$, an average of $\$12\frac{2}{3}$ per annum, which is 19 per cent of my investment. It is thus seen that the number of years a bond has to run certain per cent of income.

Financiers also take into consideration the number of interest payments per annum. They will pay a higher price for securities bearing semi-annual interest than for those paying annually. All brokers use tables of bond values which give the price an investor can afford to pay for certain securities in order to realize a given per cent on his investment. Since most bonds bear semi-annual interest coupons these tables consider only bonds that pay interest twice a year; and they quote prices that will realize for the purchaser a certain per cent of income payable semi-annually. Furthermore, in the construction of the tables compound interest is used. They are based upon the supposition that the purchaser will hold his bonds until they mature, and necessarily so;

otherwise no tables of any value could be prepared, since both the selling price and the time the bond is held must be known in order to compute the price. Should a man sell before the maturity of the bonds he would have to accept market price, whatever that might be.

All these points seem to make a complicated problem, but such is not the case. From a table of bond values I find that 6 per cent securities with five years to run will yield 4 per cent when bought at 108.98 ; with ten years to run they yield the same when bought at 116.35 ; with twenty years to run they earn 4 per cent if bought at 127.36 ; while a thirty-year bond will give the investor 4 per cent on 134.76 . From this it appears that the longer a bond has to run the more a purchaser can afford to pay for it. Of course this important fact is a matter of no moment to text-books generally or to teachers that swear by them. But this is the way bond prices are treated in the financial world, and teachers, if not textbooks, should strive to keep up with the procession—to conform to the methods now in vogue among men of business. It would be better to "skip" bonds than to teach the antiquated trash—the false ideas—now so prevalent.

At what price must I buy 6 per cent bonds having twenty years to run so as to realize 4 per cent on my investment?

SOLUTION.

Each bond yields $\$6$ a year, which is 4 per cent of $\$150$. This would be the required price if I could get $\$150$ for a bond at maturity; but I can get only $\$100$, the face value. Hence I lose $\$50$ in the twenty years. What sum now will reimburse me for this loss? That is, how much less than $\$150$ must I pay in order that I may not lose this $\$50$? Evidently a sum which at 4 per cent compound semi-annual interest would in twenty years amount to $\$50$; i. e., the present worth of $\$50$, at 4 per cent compound semi-annual interest, which is $\$50 \div 2.20803966$ (the comp. amt. of $\$1$ for 40 periods at 2 per cent), or $\$22.64$.

Hence $\$150 - \22.64 , or $\$127.36$, is the required price, which agrees with the above quotation from the book of tables.

Should any "doubting Thomas" read this and continue to doubt let him crawl outside his musty text-book long enough to consult a broker; he will then "go and sin no more."

WORD STUDIES.

Logy is from the Greek and means a discourse. The International Dictionary defines it as follows: "A combining form denoting a discourse, treatise, doctrine, theory, science."

Below is a list of one hundred words ending in logy. They are arranged in alphabetical order, so that their derivation and meaning may be studied from the dictionary without much waste of time in hunting them. If the list contains some words that are too difficult for pupils, the teacher may select those that are most used:

adenology.	metrology.
aerology.	mineralogy.
analogy.	morphology.
anthropology.	muscology.
apology.	mycology.
archaeology.	myology.
archeology.	mythology.
aretology.	neurology.
astrology.	nosology.
astrometeorology.	odontology.
barology.	oenology.
biology.	ontology.
bryology.	oology.
Christology.	ophiology.
chronology.	ophthalmology.
climatology.	organalogy.
conchology.	orology.
cosmology.	osteology.
craniology.	paleontology.
cryptology.	paleophytology.
dactyliology.	paleornithology.
dactylography.	pathology.
demonology.	philology.
deontology.	phonology.
doxology.	photology.
Egyptology.	phraseology.
electrology.	phrenology.
embryology.	physiology.
entomology.	posology.
ethnology.	protophytology.
ethology.	psychology.
eulogy.	pyrology.
galvanology.	seismology.
gastrology.	selenology.
genealogy.	semeiology.
geology.	somatology.
glossology.	symbology.
hagiology.	synosteology.
herpetology.	technology.
horology.	tetralogy.
hydrology.	thanatology.
hymnology.	theology.
hypnology.	thermology.
ichnology.	tropology.
lexicology.	typology.
lithology.	vulcanology.
nialacology.	zoology.
martyrology.	zymology.
meteorology.	

Test yourself and also each of your pupils on your knowledge of above words before studying them, by going over the list and checking those that you can define.—School News.

LESSONS IN VERTICAL WRITING.

By E. C. Mills, Rochester, N. Y.
No. 9.

Some penmen claim that upright penmanship is a finger movement system. It is no more a finger movement system than the slope style, and can be written without the use of the fingers as well as the slant writing. We do not advocate such a course, however, as it is an extreme, whether the slope or the vertical system is used. Muscular movement advocated by the majority of penmen (and we were among the

and the fingers to help in the formation of the letters.

Instruction.—Before giving any attention to the copies on Plate 8, practice exercises 1, 2, 6, 7, 11, 12, given on Plate 1, with a good movement; these exercises will develop mainly the rolling motion of the arm. Change from one exercise to the other in quick succession.

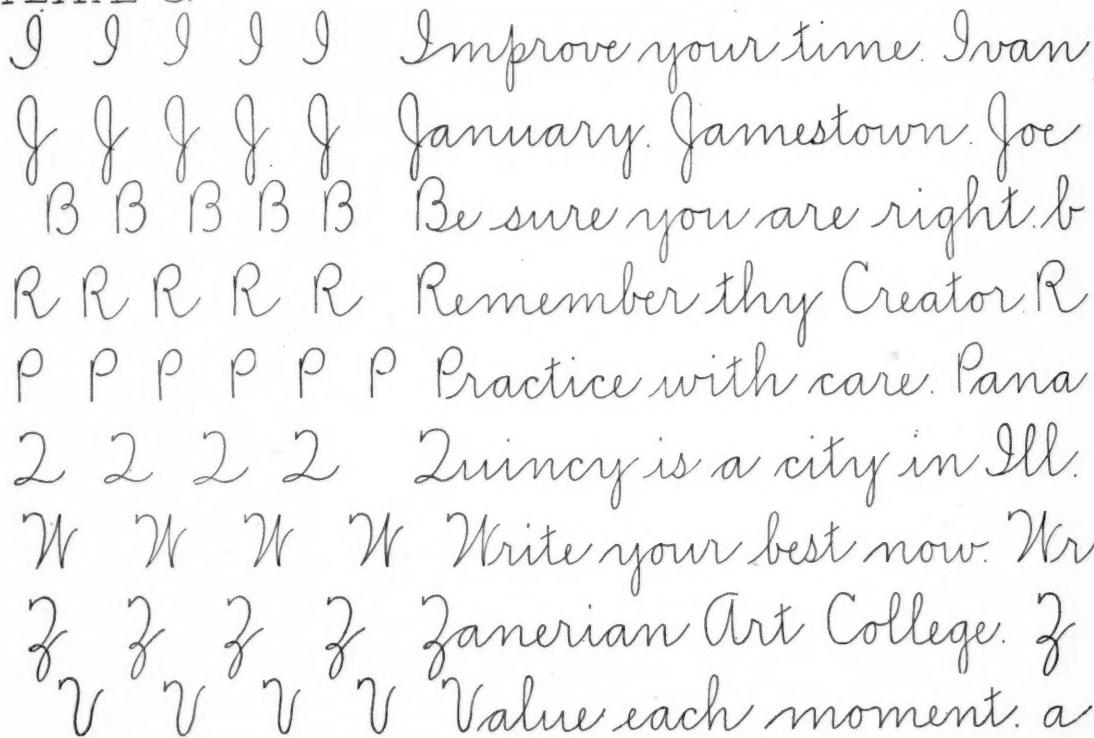
Let us notice the copies on the other side; here are difficult capitals and then sentence work. Before writing a letter or word we must impress upon the mind the necessity for study. Give not

A library of good, pure, readable books in any school district is a public benefaction. A school library of interesting books circulating among the pupils and families of a district will completely change and elevate the thought and intellectual standard in a single year. We therefore urge school directors, parents and teachers to use their influence and to put forth earnest efforts to aid in this great movement.

Mrs. Nuwed (to clerk)—“Have you any wax for polished floors?”

Clerk—“No; we only have sealing wax.”

PLATE 8.



number) is an illusion. Whenever a muscle is used in any part of the body, it is muscular movement. The primitive way of teaching writing was the finger movement method, and while it answered the purpose well at that time for the majority of people (as it will today), still it was found unfit for rapid business writing. The world recognized this fact, and then went to the other extreme of writing entirely with the so-called muscular movement, excluding the use of the fingers entirely. Either one is as injurious as the other.

The true way is to use the muscles of the arm as the main propelling power

a single moment to careless practice.

If any exercise or word copy is very difficult that is the one you need to practice. Make your practice paper show constant improvement in neatness, arrangement and general appearance. Write absolutely nothing but the copies given in this lesson, unless it is movement exercises on Plate 1. Do your best work on every line if you wish to become a good writer. Slovenliness is one of the principal causes of poor writing. Avoid it.

Mrs. Nuwed—“Well, that will do. If it's for the ceiling I suppose it will do for the floor just as well.”—Washing-

Hobson—Wilkes, you remember that fifty I loaned you two years ago—. Wilkes—You are not going to press a friend for payment, are you? Hobson—Certainly not. Take your time. I only wish to borrow it for awhile.

Famous, corner Broadway and Morgan, offers a special discount to teachers in the public schools. Would be glad to have you open an account with us.

HISTORY OUTLINE.

DISCOVERIES OF NATIONS,	French.	1512 De Leon.
		1513 Balboa.
		1520 Magellan.
		1541 De Soto.
Dutch...	English.	1505 Melendez.
		1524 Verrazani.
		1534 Cartier.
Dutch...	English.	1605 De Mouts.
		1579 Drake.
		1584 Amidas.
Dutch...	English.	1602 Barlow.
		1602 Gosnold.
		1609 Hudson.

Directions—1. Take De Leon as a subject and read all your history may say of him. If other authors are at hand, read their version of the same subject. Finally settle down to the fact that "In 1512 De Leon discovered Florida."

2. Treat the discoverers in order as arranged above, in a similar manner. Do not undertake the study of more than one or two daily.

3. As you proceed write and rewrite the blackboard form.

4. Tell the story of De Leon and his discoveries. Trace him from place to place.

5. Do the same for each discoverer.

6. Locate each place discovered, on the map.

7. Make a list of each group of discoverers.

QUEER QUERIES.

1. Why was Florida so called? South Sea? Pacific Ocean? California? Virginia?

2. What was De Leon looking for? Did he find it? Why?

3. Why did Balboa come to America?

4. Why did Melendez murder the French?

5. Why did Balboa wade into the ocean?

6. Which discoverer drove hogs before him while traveling?

7. Where did DeSoto leave his wife when he traveled through the South? Why was he buried so often? Where and how each time?

8. What became of Magellan? Drake? Gosnold?

9. Tell all you can about curious Indian mounds.

10. After whom should this continent have been named? Why?

11. What was the Astrolabe, as used by Columbus?

12. What did Columbus first do

when he first stepped on American soil?

13. What did the Indians think the ships of Columbus were?

14. What explorer was left on Hudson's Bay to perish with his son and four companions?

15. Is the chicken a native of America? The turkey? The horse? The sheep?

16. What did Columbus believe Hayti to be?

17. What is the only marsupial of America?

18. What early explorer lies under a pair of stairs in Quebec?

19. What noted explorer lies in the mud of the Mississippi?

20. What is the oldest town in the United States?—From Trainer's How to Study History.

A Tonic

For Brain Workers, the Weak and Debilitated.

Horsford's Acid Phosphate

is without exception the Best Remedy for relieving Mental and Nervous Exhaustion; and where the system has become debilitated by disease, it acts as a general tonic and vitalizer, affording sustenance to both brain and body.

Dr. E. Cornell Esten, Philadelphia, Pa., says: "I have met with the greatest and most satisfactory results in dyspepsia and general derangement of the cerebral and nervous systems, causing debility and exhaustion."

Descriptive pamphlet free on application to Rumford Chemical Works, Providence, R. I.

Beware of Substitutes and Imitations.

For sale by all Druggists.

The publishers of the old standard eclectic weekly, "Littell's Living Age," founded by E. Littell in 1844, are about to introduce several new and valuable features in their magazine. The most important of these is a monthly supplement, given without additional cost to the subscribers, which will contain readings from American magazines, readings from new books, and also a list of books of the month. It is also proposed to extend this field by giving occasional translations of noteworthy articles from the French, German, Spanish and Italian reviews and magazines.

Many teachers are arranging a systematic course of study this winter. The National Correspondence Normal School of Fenton, Mich., affords an excellent means by which great advancement can be made in this manner. See their advertisement in another column and write for their terms, etc.

The American Book Co. has an announcement in this issue entitled "Books of the Year." This company is always on the alert to supply the needs of the schools and is bringing out new books constantly. With a list always unrivaled and now enriched by so many later additions they are well prepared to supply any reasonable demand in school books. Every teacher should have their catalogue.

THE PRIMARY TEACHER'S WORK.

Sarah C. Brooks, Supervisor of Primary Grades, St. Paul, Minn., and editor of Primary Work in "The Western Teacher," gives the following excellent advice to primary teachers:

Every year the teacher of the right spirit comes back to work, after vacation with fresh enthusiasm and new resolutions to make the year more successful than any that has preceded. She has taken pains to spend a part of her vacation in the company of those who, by their spirit and attainments are able to help, and whose belief in the high order of the teacher's work has been as a coal from the altar to renew her own faith.

This spirit should go far to lighten and make successful the labors of the whole year; but there is danger of loss and discouragement when she mingles with friends and associates who are not warmed to the same degree of interest, and therefore inclined to smile at her enthusiasm.

One fact which ought to be of great service to you is the spirit of expectancy on the part of the children. Like the Lord's mercies this is "new every morning," no matter how disappointing the previous day may have been. Look back in your own life, and see how it was with you, each day, as you entered the schoolroom and looked upon the face of your teacher. You expected something surprising and delightful, just what, you were unable to say, perhaps something which never came; but the disappointment of one day was swallowed in the expectancy of the next, so that you had courage to continue.

How can you arrange your nature study, your songs, games and stories, your reading and language to keep your own enthusiasm through the year, and satisfy the hungry minds that wait for your ministry? One is an aid to the other, and in answering the one, you keep alike the other.

First, arrange to have the morning hour the brightest of the day. Consider nothing too good to be brought into it, the most cheerful greetings, the sweetest and most animated songs, the best stories, or the most interesting lessons on plant and animal life. Then try to have the other exercises of the day hinge upon the principal exercise of this hour, or, at least maintain its spirit.

This is not accomplished without careful and definite planning, but the

results will more than justify the efforts. Plan the work by seasons, then by months, weeks, days. Search the poems of Margaret Sangster, George Cooper, Susan Coolidge and Longfellow for appropriate poems for the first year, and add a few from Whittier and the Cary Sisters for the second. Commit the poem to memory before attempting to give it to the children.

Search through such books as Miss Pousson's finger plays, Ealeeanor Smith's and Patty Hill's kindergarten songs and games for appropriate music and sentiment. Learn the words and music, and practice the simple games, in order to give yourself power with your classes.

Draw upon fairy stories, ancient and modern, for the best literature in prose. Select a number of be used in connection with nature study, some to help the children understand their relations to each other, and some for the purpose of entertainment and the elevation of literary taste. If you can have only one book from which to select, try "In the Child's World," by Miss Pousson. But copies of Grimm and Anderson can be obtained in cheap bindings at little cost.

Arrange for plant and animal lessons for the first eight or ten weeks of the term. Study each subject carefully before attempting to present it to the children. Try to arrive at the clear what and how of the subject in order to direct your class work with skill. A subject which is hazy in the teacher's mind is without real interest or helpfulness to the children.

Try to have at least one good picture on the wall, so hung that the pupils may have it constantly before them.

A course of reading for yourself will be the final and effectual means of keeping the mind replenished and active. Any good reading circle will furnish a list of books on pedagogy and psychology which will aid in arranging the professional course. Or, if the reading circle fails, look over the list of books offered by some school of pedagogy. One book, or two, at the furthest will be sufficient for the year. You know the saying about one thing well done.

You also know what happens to Jack when he has all work and no play. Don't imitate Jack. Try to arrange for a little play. Get this if you can, in two or three ways, through books, the society of cultured people, and the influence of good music whenever the opportunity affords.

Let cheerfulness abound in the schoolroom. The perpetual smile may grow wearisome, but a cheerful and sunny spirit is an efficient aid in the work of instruction.



AN INTRODUCTION TO THE STUDY OF AMERICAN LITERATURE. By Brauder Matthews, A. M., Professor of Literature in Columbia College. Published by the American Book Co., Chicago. Price 1.00.

This work is admirably designed to guide, to supplement and to stimulate the reading of American authors. It is just what is wanted for a text book of literature in our schools. The plan of the book is strikingly original, for the most of the space is devoted to comprehensive little biographies of the fifteen greatest and most representative American writers. The work is rounded out, however, by four general chapters, which take up other prominent authors and discuss the history and condition of our literature as a whole; and there is at the end of the book a complete chronology of the best American literature from the beginning down to 1896. At the end of each chapter are reading references and a few suggestive questions for school use.

SPENCERIAN VERTICAL PENTMANSHP Shorter Course, Nos. 1 to 7 per dozen, 72 cents. Common School Course, Nos. 1 to 6, per dozen 96 cents. American Book Co., New York, Cincinnati and Chicago.

Ever since vertical writing began to receive attention in American schools there have been two difficulties in the way of its progress—first, the clumsy, ungraceful style of the letters offered as models for imitation; and second, the slow and tedious movements induced by tracing or rather drawing such awkward forms, making vertical writing, as taught in the schools, practically worthless for business purposes. An examination of this Spencerian shows that the forms and letters are all symmetrical and graceful and lend themselves naturally to rapidity and legibility—the two prime requisites for good writing, and they also retain very much of the element of beauty. The transition from the slanting to the vertical hand is easy and natural, so that teachers and scholars desiring to try the vertical style of writing may do so under the most favorable conditions.

THE WERNER GEOGRAPHIES. By H. S. Tarbell, A. M., Superintendent of Schools, Providence, R. I.: Introductory Geography, small quarto, extra linen, 188 pp., price 55 cents; Grammar School Geography, part 1, 12mo., extra linen, 368 pp., price \$1.40; Grammar School Geography, part 2, large quarto, extra linen, 160 pp., parts 1 and 2 not sold separately, price \$1.40. The Werner School Book Co., Chicago, Ill.

The completion of the Werner geographies, which have been in preparation for several years, is a distinct educational triumph of paramount importance in the accomplishment of needed reforms in the methods of teaching this branch of study. We have been expecting these geographies for some time, and they are fully up to and even beyond our highest expectations. In the introductory geography the work is inductive in the earlier portions, but mainly deductive in the later treatment. The elementary notions, founded upon experience and observation, are presented at the beginning, followed by a study of the methods of representing geographical facts.

Unnecessary detail, such as the naming of unimportant towns, mountains and rivers, are omitted, except so far as they are related to the industrial and climatic conditions.

A superior feature of the book is the associating together of maps, locations, geographical facts and information calculated to impress upon the mind geographical knowledge through associated interest in what a child enjoys.

While the details to be memorized have been reduced to a number much smaller than usual in such books, general principles and important general facts have received unusual prominence.

Children are interested in home life, so the life of the people in their homes has been presented quite fully in the first book of the series.

In the Grammar School Geography the chapters are arranged in three divisions: 1. Preparatory; 2. Descriptive; 3. General and Comparative.

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"One thing at a time is good pedagogy as well as good sense." The binding of these books is beautiful, durable and artistic. The maps are clear, correct and right up to date, and the illustrations are the very finest that can be made.

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WISELY'S NEW SERIES OF GRAMMARS. 1. "Language for the Grades," 2. "A New English Grammar." By J. B. Wisely, A. M. The Inland Publishing Co., Terre Haute, Ind.

These books are a great protest against pure memory work in language. An effort is made to help the teacher, so that he can guide the pupil to think his way through. Many of the exercises are good, excellent in fact, but there are many definitions which we do not like, as for example:

"A noun is a substantive word which expresses an object of thought by naming it."

"A pronoun is a substantive word which expresses an object of thought without naming it."

"An adjective is an attributive word which expresses an attribute of an object of thought without asserting it."

"Gender is the property of substantive words that depends upon the relation the object of thought expressed by the substantive word bears to sex."

It is true pupils are expected, and by the laboratory method used by the author they will largely develop their own definitions, but we cannot understand how any class could be led to develop a definition like the above for gender. It is a good book for teachers to study—it will make you think.

J. G. R.

C. L. S. C. REQUIRED LITERATURE. Publications of the Chautauqua Literary and Scientific Circle. Flood & Vincent, Publishers, Meadville, Pa.

The following five books which, together with "The Chautauquan," will comprise the required literature of the Chautauqua Literary and Scientific Circle for the new French-Greek year, beginning in the early autumn, have been prepared by five of the most competent authorities, in their respective fields, in the world:

1. THE GROWTH OF THE FRENCH NATION. By George B. Adams, Professor of History in Yale University. 12mo., cloth, 350 pp., profusely illustrated. \$1.00. This volume traces in its more sa-

lient features the gradual consolidation and evolution of the French people from the scattered elements of the feudal system into the centralized and unified nation of to-day.

2. FRENCH TRAITS. By W. C. Brownell. 12mo., cloth, 316 pp. \$1.00.

A collection of charming essays, valuable alike for their subject matter and their literary quality. The author, a cultivated American, was for several years a resident of France, and this able book is the result of his patient study and close observation of the French character.

3. A STUDY OF THE SKY. A Popular Astronomy. By Prof. Herbert A. Howe, Director of Chamberlin Observatory, University of Denver. 12mo., cloth, 145 illustrations. \$1.00.

This volume presents in popular form and with the aid of nearly 150 practical illustrations an outline of the science of astronomy, introducing concrete material in such abundance as to avoid giving the work a technical and abstract form.

4. A SURVEY OF GREEK CIVILIZATION. By Prof. J. P. Mahaffy of Trinity College, Dublin, Ireland. 12mo., cloth, 340 pp., illustrated. \$1.00.

Prof. Mahaffy is known the world over as a leading Greek scholar and a most delightful popularizer of the literature, social life and educational methods of the Greeks. In this volume, written especially for the C. L. S. C., he combines all these elements into a clear and interesting picture of the Hellenic civilization.

5. A HISTORY OF GREEK ART. By Prof. Frank B. Tarbell of the University of Chicago. 12mo., cloth, 295 pp., 200 illustrations. \$1.00.

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HOW MARCUS WHITMAN SAVED OREGON. By Oliver W. Nixon, M. D., LL. D., Star Publishing Co., Chicago.

Marcus Whitman is one of the great heroes of the early Northwest, who has never gained the attention he should have received from his grateful countrymen. This volume is not intended to be a complete history of Oregon or a complete biography of Dr. Whitman, but it does bring out prominently the heroism, the Christian patriotism, of the man who rendered great and distinguished service to his country. Whitman not only conducted the expedition of men and wagons to Oregon, but he led an expedition of ideas and sentiments which have made the names Oregon, Washington and Idaho synonymous with human progress, good government and civilization. It may well be hoped that such a memorial as this may be adopted in home and public library as a chapter in Americanism worthy of our whole people.

J. G. R.

PETS AND COMPANIONS. A Second Reader. By J. H. Stickney. Ginn & Co., Boston. 142 pp. 40 cents.

This is first of all a reading book, well illustrated and equipped with helps for teachers and pupils, and further it is a nature reader, containing simple stories and studies of various animal pets—a very attractive book for young children.

UNITED STATES HISTORICAL OUTLINES. By F. Gillum Gromer, Superintendent of Schools, Franklin, Ohio.

In the study of history three things are to be kept in view, viz.: The dates, the facts and the surrounding circumstances. These outlines will be a great help to the busy teacher in arranging and assigning lessons and using the topic method of recitation. Besides the complete outlines the book contains much useful information.

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"Matrimony," said the Cumminsville sage, "is merely a matter of one letter. Before he gets her he yearns for her, and after he gets her he earns for her."

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Mr. Booker T. Washington, the colored founder and president of Tuskegee Institute in Alabama, has more clearly worked out a system of education that is adapted to Southern conditions than any other man who has attacked the problem. His special work, of course, is the application of this system to the requirements of his own race; but it is no less applicable to the conditions of both races in the South. How he came to work out the system that is in such successful operation at Tuskegee Mr. Washington tells in an article in the September "Atlantic Monthly," in which he explains more fully than he has before explained the philosophic and economic basis of the Tuskegee system.

Scott, Foresman & Co., Chicago, announce the early issue of new and sumptuous holiday editions of Benjamin F. Taylor's "Songs of Yesterday" and Dr. Wm. Mathews' "Getting On In the World."

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All teachers who have experienced the difficulty of hastily selecting a passage of scripture of suitable length and character for the daily opening exercises of the school will be glad to know that Sylvanus Stall, D. D., a careful Bible student and author of several valuable works, has compiled a book of 365 readings especially suited for that purpose. The selections comprise about one-third of the Bible and are consecutive from Genesis to Revelation. Where a difficult proper name occurs the pronunciation is indicated, and the four gospels are arranged in one continuous narrative. The Funk & Wagnalls Co. of New York will issue the book in neat dollar form in time for the opening of the schools in September.

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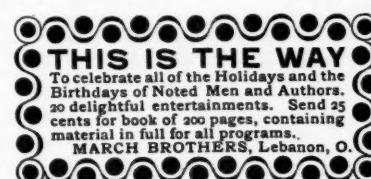
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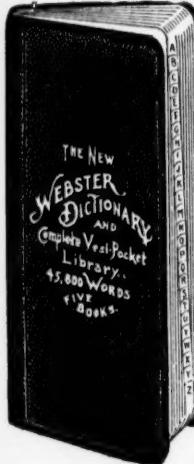
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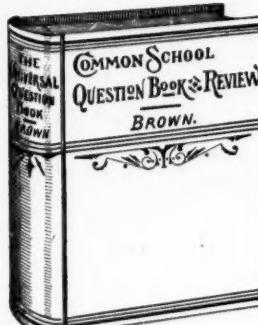
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